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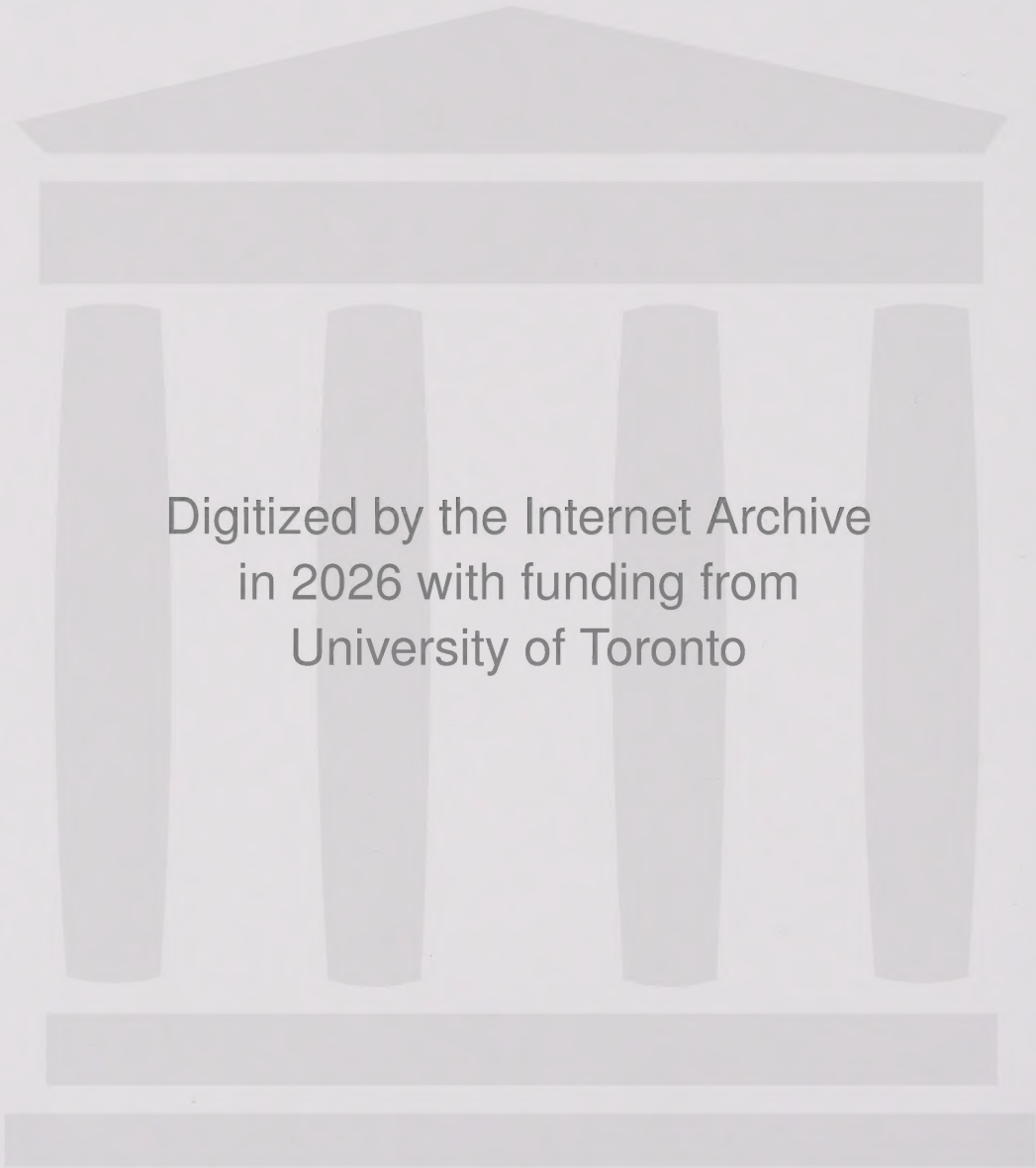
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Introduction

Le curriculum de l'Ontario, 9e et 10e année – English, 1999 will be implemented in Ontario secondary schools starting in September 1999 for students in Grade 9 and in September 2000 for students in Grade 10. This document replaces the sections in *Le programme d'études commun – Politiques et résultats d'apprentissage de la 1re à la 9e année, 1995*, that relate to English (Anglais) in Grade 9, and the parts of the curriculum guideline *Anglais/English : Programme-cadre pour l'enseignement de l'anglais dans les écoles de langue française, cycles intermédiaire et supérieur, 1985* that relate to Grade 10.

This document is designed for use in conjunction with its companion piece, *Le curriculum de l'Ontario, 9e et 10e année – Planification des programmes et évaluation, 1999*, which contains information relevant to all disciplines represented in the curriculum. The planning and assessment document is available both in print and on the ministry's website, at http://www.edu.gov.on.ca.

The Place of English in the Curriculum

The benefits to francophone students of learning Canada's other official language – English – are numerous. People who are bilingual will have a definite advantage in highly competitive job markets, especially in an increasingly globalized economy. The study of English develops the interpersonal, communication, technological, and critical-thinking skills that will be an asset to francophone students in their pursuit of career goals.

Studying English also has intrinsic values. In learning another language, students learn about the culture, history, and geography of the people who speak that language. They increase their understanding of and appreciation for another culture, as well as their sense of the general importance of language as a cultural medium.

All students are required to take at least one credit in English to obtain their secondary school diploma.

The teaching of English in Ontario's French-language secondary schools will take into account the diversity in students' exposure to the English language. The program is designed to accommodate those students who have had limited exposure to English as well as those students who live in a bilingual environment. Students with little or no knowledge of the English language should take the Anglais pour débutants (APD) courses to learn the basics of English before enrolling in a regular English course. The role of APD courses is discussed below, and the courses themselves are described in detail in a separate curriculum document.

The development of communication skills in English complements the teaching of Français; in fact, the mastery of a second language can reinforce students' abilities in their first language. Students who pursue courses in English will increase their awareness of the similarities and differences between the two languages as well as their range of thought and their ability to communicate. By exploring Canadian and world literature in English, students will develop an understanding of the importance of language to all cultures.

Literacy develops our abilities to reason – to listen, view, and think critically. The study of language provides students with the skills to organize and interpret ideas and to make judgements. These skills apply to all disciplines, including the social sciences and the humanities, science, Français, and English. By learning to apply research methodologies and by refining their technological competencies, students develop the abilities to gather, select, and evaluate information for a variety of purposes.

The English courses will provide students with frequent opportunities to transfer their communication skills from Français to English and from one context to another, and to integrate information from a wide range of sources. Thus, the English curriculum will develop communication skills that students can apply daily in their interactions with others and in the pursuit of their careers.

Schools must ensure that appropriate modifications are made to teaching, learning, and evaluation strategies to help students gain proficiency in English, since francophone students taking English at the secondary level have limited time in which to develop this proficiency.

Connections with the Elementary Curriculum. The English secondary school curriculum for francophone students is consistent with the policies and learning philosophy expressed in the elementary Anglais curriculum for Grades 4 to 8. Curriculum expectations for Grades 9 and 10 consolidate and refine the skills and knowledge in the strands of Writing, Reading, and Oral and Visual Communication outlined in the curriculum for Grades 4 to 8. Because of the progressive development of language skills, some repetition or overlapping may occur. As the complexity of the tasks and the level of abstraction increase from grade to grade, students will refine and improve their skills.

Anglais pour débutants (APD). Mastery of English varies greatly among students attending French-language secondary schools in Ontario. In some areas of the province, students communicate in English and are exposed to English media on a daily basis. In other areas, however, exposure to the English language is limited. Francophone students who move to Ontario from other provinces may also have had limited exposure to English, while francophone students from other countries may have had no exposure to English.

APD courses are offered to students who have little or no knowledge of the English language. APD emphasizes the development of English vocabulary and knowledge of English language conventions, in the areas of Oral Communications, Reading, Writing, and Social Skills and Cultural Awareness. Four APD courses are offered to students. Students may take any or all of these courses depending on their needs, their level of competency in the English language, and their facility in learning a second language. Students who complete APD 4 may proceed to take a regular English course at the Grade 9 or 10 level.

The Program in English

Overview

Two types of courses are offered in the English program in Grades 9 and 10: *academic* and *applied*. (See *Le curriculum de l'Ontario, 9e et 10e année – Planification des programmes et évaluation, 1999* for a description of the different types of secondary school courses.) Courses offered in English must be delivered as full courses, not as half-credit courses. All students are required to take one credit in English to obtain their secondary school diploma.

Courses in English, Grades 9 and 10

Grade	Course Name	Course Type	Course Code	Credit Value	Prerequisites*
9	English	Academic	EAE1D	1	
9	English	Applied	EAE1P	1	
10	English	Academic	EAE2D	1	Grade 9 English, Academic or Applied
10	English	Applied	EAE2P	1	Grade 9 English, Academic or Applied

* Prerequisites apply only to Grade 10, 11, and 12.

Teaching Approaches

Language is best learned through activities that present stimulating ideas, issues, and themes that are meaningful to students. Since no single instructional approach can meet all the needs of each learner, teachers should select classroom activities that are based on an assessment of students' individual needs, proven learning theory, and best practices. In their English programs, teachers should introduce a rich variety of activities that integrate strands and provide for the explicit teaching of knowledge and skills.

The ability to work both independently and collaboratively is integral to success in both the workplace and postsecondary education and is equally relevant in the context of family and community. It is therefore important for students to have opportunities to develop their English skills and knowledge independently, in pairs, in small groups, and as a class. Students must be able to demonstrate that they have acquired the specified knowledge and skills. Collaborative work is useful to achieve some of these objectives and has inherent value in teaching students to take on a variety of roles within a team.

Curriculum Expectations

The expectations identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated.

Two sets of expectations are listed for each *strand*, or broad curriculum area, of each course. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The *specific expectations* describe the expected knowledge and skills in greater detail.

The specific expectations are organized under subheadings. This organization is not meant to imply that the expectations in any one group are achieved independently of the expectations in the other groups. The subheadings are used merely to help teachers focus on particular aspects of knowledge and skills as they plan learning activities for their students.

Many of the expectations are accompanied by examples, given in parentheses. These examples are meant to illustrate the kind of skill, the specific area of learning, the depth of learning, and/or the level of complexity that the expectation entails. They are intended as a guide for teachers rather than as an exhaustive or mandatory list.

Strands

The strands for English are as follows: Literature Studies and Reading, Writing, Oral Communication, and Media Studies.

Literature Studies and Reading. The study of literature offers students opportunities to expand their intellectual horizons and to extend and strengthen their literacy skills. As a creative representation of life and experience, literature raises important questions about the human condition, now and in the past. As students increase their knowledge of accomplished writers and literary works in English and vicariously experience times, events, cultures, and values different from their own, they deepen their understanding of the many dimensions of human thought and human experience.

All students, regardless of their postsecondary plans, need to read a balance of exemplary literary and informational works that nourish the imagination, promote intellectual growth, and provide a broad range of language models for their own writing. Literary works drawn from many genres, historical periods, and cultures reflect the diversity of Canada and the world. Such works include poetry, novels, plays, myths, legends, short stories, biographies, journals, letters, and essays. These works enrich students' understanding of themes and issues and enhance their appreciation of the power and beauty of language. To help students become confident, proficient, flexible readers, a balanced literature program also includes a range of informational texts, such as newspapers and magazine articles, reference materials, memos, bulletin board notices, advertisements, CD-ROMs, databases, and websites.

When choosing literature for study, teachers must consider the genres designated for special emphasis in the course expectations, as well as an appropriate balance between contemporary and historical English-language texts and Canadian and world literature in English.

While many students entering the Grade 9 English program will be fluent, independent readers in English, some may need additional support to develop their reading skills and to monitor their own progress. In addition, all students need instruction to cope with the more challenging reading demands of the secondary school English curriculum, which requires students to consider increasingly abstract concepts and to use English language structures that are more complex and English vocabulary that is more specialized than in the *Anglais* elementary curriculum for Grades 4 to 8. The Grade 9 and 10 English program will help students learn to read more efficiently and to absorb information more quickly. They will also learn to use a range of reading skills to suit their purpose and the materials they are reading, to appreciate the characteristics of various genres, and to think critically about what they read. Students will be encouraged to read independently in English for pleasure and information.

Writing. Students use writing to record information and ideas, to express themselves, to communicate with others for various purposes, and to reflect and learn. In personal, academic, and workplace situations where students are called upon to use the English language, they need to be able to write clearly and coherently, with precision and in an engaging style. A central goal of the Writing strand is to promote students' growth as confident writers and researchers who can communicate competently in English, using a range of forms and styles to suit specific purposes and audiences, and apply correctly the conventions of the English language – grammar, usage, spelling, and punctuation. These conventions are best learned in the context of meaningful and creative writing activities that allow students to develop critical thinking skills and clear and effective writing skills.

Writing, from initial musings to final publication, is a complex process that involves a range of complementary thinking and composing skills, as well as other language processes, including reading, speaking, and listening. As writers compose, they consider their audience; make decisions about form, style, and organization; and apply their knowledge of language use. To develop these competencies, students need a supportive classroom environment, with opportunities to extend and refine their skills in using a process approach to writing and research. They also need opportunities to apply these skills and to write daily, in many forms and genres, for a variety of purposes and audiences, and within different time constraints. The forms and genres explored may include essays, reports, short stories, poetry, scripts, journals, letters, biographies, children's stories, articles, reviews and other opinion pieces, explanations, instructions, notes, procedures, résumés, and advertisements. Because postsecondary institutions and employers require clear, well-organized writing, on demand and within strict deadlines, students also need to learn and practise strategies for writing effectively and correctly in the context of in-class writing assignments, punctual reports, and exams.

To help them in their writing and research, students need access to a range of print and electronic resources, including general and specialized dictionaries, thesauri, manuals of style, word-processing and graphics software, desktop publishing programs, e-mail, and the Internet.

Oral Communication. Oral communication is a fundamental way of relating to others; for example, most francophones living and working in Canadian society listen to and speak English more than they read or write it. The Oral Communication strand sets out expectations for vocabulary development, language study, knowledge of grammar and the conventions of standard English usage, and the abilities to listen actively and think critically about what one hears. Students will learn to recognize and recall information, opinions, and values from others' conversations and speeches, as well as to apply persuasive devices and maintain audience interest in their own speech.

Knowledge of vocabulary helps students improve their reading, writing, and speaking skills. Studying such aspects of the English language as its influence on other languages, its dialects and colloquialisms, and contemporary trends in usage assists students in appreciating the evolving nature of language. Knowledge of the rules of English grammar and the conventions of English spelling and punctuation helps students to understand, write, and speak standard English confidently and correctly.

Students listen and speak in order to understand concepts, solve problems, provide information, and express thoughts. When they converse about information and ideas, they become aware of forms, styles, imagery, language structures, and conventions used by other speakers and writers. As they work towards the expectations for this strand, students will improve their ability to explore and communicate ideas in both formal and informal speaking situations.

They will also practise listening to and speaking English in small and large groups, observing the courtesies involved in being effective members of a group. Practice in formal oral presentations will also contribute to the development of students' leadership skills. The Oral Communication strand will thus prepare students to participate in a wide variety of English-language academic, community, and career activities.

Media Studies. Because of the pervasive influence in our lives of print and electronic media, students must learn how to understand and interpret media works. In the English program, students will have frequent opportunities to analyse various aspects of media communications, including their messages, key elements of the works themselves, the audience, and production techniques. Students will also learn about the media through the process of creating their own media works in English, using a range of technologies. By using various media to communicate their own ideas, students will develop critical thinking skills and understand at first hand how media works are designed to influence audiences and reflect the perspectives of their creators. Students will also develop production skills that may open up career opportunities in the communications and entertainment industries.

Building on Literacy Acquired in French: An Overall Expectation in the Four Strands

The following overall expectation should be integrated into all strands of the English curriculum for Grades 9 and 10:

> *Students will build on literacy acquired in French to develop competence in writing skills, in reading a variety of texts, and in communicating in formal and informal learning situations.*

Students are expected to achieve a high level of competency in English by meeting the expectations outlined in this curriculum guideline. In doing so, they will build on the literacy they have already attained in Français. Knowledge and skills that have been acquired in Écriture, Lecture, Communication orale, and Technologie de l'information et de la communication will be transferable to the English course strands of Literature Studies and Reading, Writing, Oral Communication, and Media Studies.

For example, students who have been using a writing process in Écriture will apply the knowledge and skills they have developed to the writing of a variety of texts in the English course. In Literature Studies and Reading, students will be able to use the strategies developed in studying Français to understand new words and derive meaning from a variety of English texts. Knowledge and skills acquired in Lecture will also enable them to acquire new knowledge that is specific to the English language, such as the conventions of standard English usage. Finally, the listening and speaking skills students have acquired in Communication orale and the information technology and communications skills acquired in Technologie de l'information et de la communication will help them develop competencies in the Oral Communications and Media Studies strands of the English courses.

English, Grade 9, Academic (EAE1D)

This course uses a process approach to help students further their skills in reading, writing, and oral and visual communication. Students will develop their creative and critical thinking skills through the investigation of literary, informational, and media texts, with a focus on short stories, a novel, a play, and newspaper and magazine articles. The course promotes clear and correct communication in the writing of narrative, descriptive, and expository texts and in oral communications.

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read various forms of literary and informational texts, with a focus on short stories, a novel, plays, and newspaper and magazine articles, and explain their defining characteristics;
- use textual cues (e.g., word origins; organizational features such as titles, visuals, and point of view) to determine the meaning of the text and unfamiliar words;
- explain literary/stylistic devices (e.g., alliteration, onomatopoeia, simile, metaphor, personification), making judgements about their effectiveness;
- apply appropriate research strategies to locate and use information from a variety of print (e.g., dictionary) and electronic (e.g., Internet) sources;
- make well-supported judgements about the effectiveness of various texts, based on prior knowledge, experiences, and beliefs.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- read various forms of literary texts (e.g., a novel, plays (one by Shakespeare), poems) and informational texts (e.g., news stories, research documents) for different purposes (e.g., entertainment, information);
- interpret the main elements of fiction: plot, character, setting, theme, conflict, and narrative point of view;
- recognize literary/stylistic devices (e.g., deliberate misspellings, puns) that convey meaning and create effect in informational texts (e.g., advertisements);
- explain how a range of literary/stylistic devices (e.g., alliteration, onomatopoeia, atmosphere, flashback, foreshadowing, dialogue, symbolism) enhance a reader's understanding of a text;
- demonstrate an awareness of the effect on an audience of content, form, and diction (e.g., level of language chosen);
- differentiate between literal language and figurative language (e.g., metaphors, symbols);
- compare and contrast the meaning of familiar and unfamiliar words with their French equivalents, to extend vocabulary;
- identify intentional variations in language conventions (e.g., use of capital letters, misspelled words) that create a particular effect;

Strategies and Cues

- read literary and informational texts independently, adjusting reading strategies (e.g., skimming, scanning, surveying) according to purpose and complexity of task;
- read silently and out loud, adapting speed to purpose (e.g., reading to confirm, reading for detail) and type of reading material (e.g., instructions);
- identify and make use of textual cues (e.g., titles, subtitles, visuals, transition words, paragraph and sentence structures, punctuation) to clarify and confirm meaning;
- identify and use the characteristics of various texts (e.g., haiku form in poetry, plot in a short story) to clarify and confirm meaning;

- apply various strategies to determine the meaning of unfamiliar words (e.g., use context cues, knowledge of French vocabulary, word origins and derivations);
- locate specific information and verify the meaning of unfamiliar words by consulting a variety of print (e.g., newspapers, other secondary sources) and electronic sources (e.g., the Internet);
- use strategies to expand vocabulary, with a focus on reading widely, keeping a personal word list, and using reference sources (e.g., dictionaries) as well as word roots, prefixes, and suffixes to determine the meaning of unfamiliar words;
- apply study and research skills such as rereading, highlighting, note-taking, and organizing information into tables or charts to further their understanding of a text and to complete specific tasks (e.g., locate specific information about a character in a novel, summarize an article on a sports figure of personal interest);

Investigation and Analysis

- distinguish between fact and opinion in texts;
- identify and interpret main and secondary ideas in texts (e.g., the five Ws in news articles) for different purposes (e.g., to conduct research, to form an opinion);
- summarize ideas and information from a variety of sources to research a specific topic;
- make judgements and draw conclusions about the effectiveness of a text on the basis of personal experiences, previous knowledge, and a comparison with other texts;
- express in a chosen form (e.g., group discussion, response journal) their reflections on the values expressed in a work of literature;
- outline the plot of a narrative text, noting the progression of events (e.g., rising action, climax, anti-climax);
- explain (e.g., in a character sketch, in a character interview, as a character in a dramatic monologue) the motivation and evolution of main characters in works of fiction, making reference to key passages;
- interpret the theme of a literary text, formulating a thematic statement and citing key passages as evidence;
- make connections between elements of fiction (e.g., influence of setting on plot);
- respond to texts by answering questions that require prediction, interpretation, and speculation, comparing their own responses with those of peers to extend understanding;
- develop and clarify an opinion on a given topic with evidence based on research;
- recognize and respond to bias, stereotypes, and prejudice in literary and informational texts;
- respond to literary and informational texts from various cultures and/or historical periods, demonstrating an awareness of purpose, audience, and context;
- make connections between knowledge of the personal background of the author and the text under study to enhance their understanding and interpretation;
- make inferences by interpreting literal and figurative meanings of words and phrases;
- retrieve information related to future career choices from texts (e.g., government publications, magazine articles, guidance pamphlets) and report on it;

Critical Thinking

- identify and reflect on the multiple purposes of reading in today's society;
- gain insight into their own ideas, opinions, and career choices by exploring the ideas of others in Canadian and international texts;
- defend their opinion of a text by citing examples and giving evidence from the text, their personal experience, and previous knowledge;
- explain how authors use various literary/stylistic devices (e.g., imagery, simile, metaphor, personification, alliteration, onomatopoeia) to convey emotions, ideas, and opinions, and comment on the effectiveness of these devices;
- interpret various forms of literature (e.g., the lyrical poem), demonstrating an appreciation for the artistry of expression.

Writing

Overall Expectations

By the end of this course, students will:

- communicate ideas, information, and opinions with clarity, precision (e.g., appropriate word choice, unity, and coherence), and creativity in a variety of narrative, descriptive, and expository forms, with a focus on paragraphs, essay-type answers, and a research report;
- respond to texts under study through creative writing (e.g., write a sequel to a short story);
- develop a controlling idea convincingly and logically in a multi-paragraph text with the use of information from a variety of texts and electronic resources;
- apply a process approach to writing (e.g., brainstorming, researching, mapping, drafting, conferencing, revising, editing, and publishing) according to the form, purpose, and audience of the material, and with attention to sentence structure and the conventions of language;
- apply research strategies (e.g., highlighting, note-taking, paraphrasing) to organize and document information (e.g., career choices, lives and times of authors, issues arising from texts under study) from a variety of reference texts and electronic resources;
- write creative and critical responses (e.g., in journals or letters) to ideas and information contained in texts and oral presentations, or stemming from personal experiences.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- write unified and coherent narrative texts (e.g., news stories, scripts, narratives of personal experiences, poetry, diary entries), integrating characteristics appropriate to the form selected (e.g., the build-up to a climax and its resolution in a narrative);
- write descriptive paragraphs on a particular point of view or impression, which contain a topic sentence, a concluding sentence, and relevant supporting details;
- convey their research in various expository forms (e.g., news reports, response journals, pamphlets, e-mail messages, letters of advice) that contain clear, accurate, and complete information free of irrelevant details;
- write a multi-paragraph research report on a given topic or literary text, conveying information and ideas from at least five print and/or electronic resources;
- develop arguments to support opinions convincingly in written texts (e.g., letters to the student council, movie reviews, letters of advice), demonstrating awareness of form, purpose, audience, and context;
- write informational texts (e.g., an informational pamphlet) based on research related to career interests or other topics, setting out ideas in a clear and logical sequence;
- write one-paragraph responses to questions on print and media texts:
  - with an opening sentence that repeats the key words in the question;
  - with two or three sentences that answer the question, referring to a specific passage and relevant details in the text; and
  - with a closing statement that summarizes the key idea;

- convey ideas and facts clearly and concisely in a three-paragraph unit with a recognizable opening, body, and concluding paragraph, using transitional devices (e.g., *first, next, finally*) effectively to link paragraphs;
- integrate literary elements (e.g., dialogue, narrative point of view) of texts under study in creative writing assignments;
- apply knowledge of literary forms (e.g., myth, limerick) and literary/stylistic devices (e.g., suspense, exclamatory sentences, sensory images) for originality and effect in creative writing assignments;
- use vivid descriptive vocabulary that appeals to the senses of sight, hearing, touch, taste, and smell;
- incorporate newly learned vocabulary from literature and other fields of study (e.g., social sciences) into written texts;
- use vocabulary-building strategies (e.g., use a dictionary, create a personal or class dictionary of newly encountered words) to enhance their writing;
- vary levels of language and tone to suit purpose (e.g., to entertain, to inform, to inquire, to complain, to persuade) and audience;

Writing as a Process

- maintain a writing folder, including drafts and final products;
- select a topic and generate ideas using strategies such as brainstorming, exploring print and electronic resources, and discussing with peers;
- choose an appropriate form for a piece of writing (e.g., news article, sequel to a short story, letter of complaint);
- organize and present ideas logically;
- revise and edit drafts for clarity and effectiveness of ideas, individually and collaboratively;
- edit and proofread final drafts, focusing on conventions of language and sentence structure, and using dictionaries, word-processing resources, and feedback from peers and teacher;
- apply technological resources to produce a polished piece of writing that is clear, neat, legible, and formatted to reach audiences in different ways (e.g., for display on a bulletin board);

Grammar and Usage, Spelling, and Punctuation

- apply rules of subject-verb agreement, including those that apply to compound subjects, indefinite pronouns, inverted subjects, and collective nouns;
- use verb tenses consistently, applying passive and active voices of present, past, and future tenses in the indicative, progressive, and perfect modes;
- use parts of speech correctly, with a focus on pronouns (e.g., pronoun consistency, relative pronouns, agreement of pronoun and antecedent, pronoun cases);
- write sentences correctly, avoiding the following sentence errors: sentence fragments, run-on sentences, comma splices, and dangling modifiers;
- refine the use of sentence structures (e.g., simple, compound, complex, compound-complex) and apply appropriate devices to combine sentences (e.g., prepositional and participial phrases, semi-colons between two independent clauses, relative pronouns);
- demonstrate understanding of spelling patterns by correctly spelling words that are confusing because they look or sound alike (e.g., *affect/effect, principle/principal*) or because they differ only slightly in meaning or spelling from the French (e.g., *demand, literature, development*);

- use a variety of strategies (e.g., visual patterns, sound patterns, meaning, root words) to spell words correctly;
- expand knowledge of spelling and vocabulary through the study of Greek and Latin prefixes, suffixes, and words (e.g., *omni, per diem*);
- use correctly the following punctuation marks: comma, quotation mark, semicolon, colon, parentheses, and apostrophe;
- adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry;
- vary format for scripts and poetry;

Research as a Process

- determine information needs and plan a research process;
- locate and record research, avoiding plagiarism: take notes, highlight key information, record references, write comments or questions about material read, paraphrase information, and map ideas;
- classify and categorize information and ideas for written work, discarding irrelevant information;
- regroup data to make connections, ordering information by sub-topics, and evaluating the relevance, accuracy, and completeness of information and ideas gathered;
- summarize information and organize key points according to a point-form outline;
- make connections between information, personal experiences, and interests, especially career interests;
- cite evidence and examples to support ideas selected from a range of print and electronic resources;
- use effectively formal vocabulary and newly learned words that pertain to the research topic or field of study;
- incorporate charts, diagrams, and graphs from research material into written texts;
- apply basic elements of a standard research methodology (e.g., MLA, APA) in the presentation of information, including references, title pages, and tables of contents;

Critical Thinking

- respond in written assignments to print and media texts on the basis of personal experiences (e.g., with prejudice or discrimination) and to express values;
- appraise their own and others' written texts according to form, purpose, audience, and conventions of language;
- demonstrate originality in writing narrative and informational texts;
- make connections in a response journal between personal experiences and material in literary and informational texts;
- examine the effects of various literary/stylistic devices on content and audience.

Oral Communication

Overall Expectations

By the end of this course, students will:

- demonstrate active and attentive listening skills by identifying, taking notes on, and interpreting main and secondary ideas in presentations;
- speak clearly and confidently in formal (e.g., report) and informal (e.g., response to questions) situations to suit purpose and audience, applying conventions of language correctly;
- participate in small and large group discussions, observing the courtesies of group discussion;
- ask relevant questions and formulate opinions about ideas presented and techniques used in oral presentations.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

Listening

- listen attentively to a variety of texts and presentations from teacher and peers to gain information and insight;
- listen actively to others (e.g., make eye contact) and provide appropriate feedback (e.g., constructive criticism);
- identify characteristics of oral communication and its advantages and disadvantages relative to the purpose of the communication (e.g., speaking takes less time than writing, uses non-verbal cues to convey meaning, is immediate);
- recognize and recall main ideas in the oral presentations of others;
- confirm meaning by restating the main and secondary ideas in oral presentations;
- incorporate ideas and information from oral presentations into journal entries, research notes, and drafts;
- follow complex verbal instructions to complete personal and school-related tasks (e.g., note-taking, submitting assignments in a required format);
- identify factors that interfere with good listening (e.g., noise, interruptions, distractions, poor pace of delivery);

Speaking

- deliver an oral reading of prose, poetry, or other literature with attention to pronunciation and intonation;
- deliver a formal presentation on a work of fiction under study, explaining their interpretation of one or more elements of fiction (e.g., plot, character, setting, theme);
- speak clearly and confidently, with the help of notes on a given topic, applying conventions of language correctly and ordering ideas according to a defined plan;
- use strategies to expand vocabulary (e.g., keep a personal list of effective words and phrases, use references to determine meaning of unfamiliar words);
- use appropriate vocabulary in oral communications (e.g., radio plays, presentations, discussions) to suit purpose (e.g., to influence, to entertain, to inform) and audience of peers;
- use correctly in formal and informal situations newly learned vocabulary that suits the topic presented and the audience;
- identify and explain examples of slang, jargon, dialect, colloquialisms, and standard English usage in spoken texts;

- use appropriate transitional devices (e.g., *first, next, finally*) to indicate a series of important points according to a specific sequence;
- use effectively an audio or visual aid (e.g., sound track, overhead projection, web page) for various purposes (e.g., to clarify a point of view, to create a mood, to emphasize an idea) in a formal presentation;

Group Skills

- collaborate in the preparation, revision, and rehearsal of a group presentation;
- practise the different roles involved in group work: chairing, note-taking, participating, moderating, and reporting;
- seek and integrate suggestions of group members and others (e.g., teachers, parents/guardians, other students) in preparing and delivering presentations and productions;

Critical Thinking

- ask relevant questions and formulate opinions about ideas presented in formal and informal (e.g., class discussions) presentations;
- express constructive opinions on the ideas presented and techniques used in oral communications, taking into consideration their own and others' points of view;
- demonstrate an understanding of the importance of oral communication skills for personal and academic purposes.

Media Studies

Overall Expectations

By the end of this course, students will:

- view and listen to a range of media texts, identifying their messages and their target audiences;
- identify and describe characteristics of various media (e.g., television, radio, advertising);
- produce independently and/or collaboratively a short and original media production (e.g., interview, news article) on a topic under study, using appropriate techniques;
- assess media works for their effectiveness and their impact on the intended audience.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- produce a short, original media text (e.g., collage, radio script) that respects the characteristics of the chosen form and is based on the interpretation of one or more elements (e.g., plot, setting, characters) of a work of fiction under study;
- present in a media production (e.g., a dramatization, a mock interview, an audiotape) research and opinions about issues and topics (e.g., Shakespeare's life and times, the abolition of slavery) arising from texts under study;
- explain the impact of various production techniques (e.g., camera angles, fade-ins, background music) used in the creation of their own media texts;
- observe common courtesies in e-mail correspondence (e.g., proofread messages before sending them);

Investigation and Analysis

- identify the characteristics of various media texts (e.g., commercials, videos) and describe how these characteristics vary according to purpose and audience;
- interpret the elements of fiction (e.g., plot, character, setting, theme) as they appear in a particular medium (e.g., film, advertisement, television program);
- identify the elements of verbal and non-verbal communications (e.g., message, medium, words, images, sounds, techniques, transmission);
- explore advertisements in various media (e.g., television, billboards), identifying techniques, claims, and appeals;
- explain the impact of advertising on their daily lives;
- recognize stereotypes (e.g., portrayal of senior citizens) and prejudice in various media texts (e.g., portrayal of teenagers in magazines and on television);
- explain how a media text can be adapted for different target audiences (e.g., as a commercial, as a topic for a television program);

Critical Thinking

- examine the impact of advertising and other popular media (e.g., television, videos) on personal values and behaviours;
- make judgements about the effectiveness of various media texts, justifying their preferences with specific examples;
- identify the presentation techniques (e.g., structure, colour) used to help the audience grasp the message, theme, or main point of, and maintain its interest in, a media production (e.g., newspaper article, video);

- compare and analyse their own and peers' reactions to various media works;
- respond critically to various types of information in media texts, for personal and/or academic purposes, expressing opinions about the messages conveyed;
- demonstrate an understanding of the importance of media literacy for personal and academic purposes.

English, Grade 9, Applied (EAE1P)

This course uses a process approach to help students further their skills in reading, writing, and oral and visual communication. Students will investigate literary, informational, and media texts, with a focus on short stories, a novel, a one-act play, and newspaper and magazine articles, and write narrative and expository texts. The course emphasizes the clear and correct communication of ideas, information, and opinions in contexts that are relevant to the students' lives.

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read various forms of literary and informational texts, with a focus on short stories, a novel, a one-act play, and newspaper and magazine articles, and explain their defining characteristics;
- read independently texts on topics that are relevant to their lives, using textual cues (e.g., organizational features such as titles, visuals, and point of view) to construct meaning;
- differentiate in written and oral responses between the main elements of literary texts and informational texts;
- recognize literary/stylistic devices (e.g., alliteration, onomatopoeia, simile, metaphor, personification), and their effect;
- apply appropriate research strategies to locate and use information from a variety of print (e.g., dictionary) and electronic (e.g., Internet) resources;
- express opinions about ideas and information in texts, based on prior knowledge, experiences, and beliefs.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- read various forms of literary texts (e.g., short stories, a novel, a play), for different purposes (e.g., insight, information, enjoyment);
- identify and interpret the main elements of literary texts: plot, character, setting, theme, conflict, and narrative point of view;
- identify and interpret the characteristics of newspaper and magazine articles (e.g., lead, headline, five Ws, photographs);
- identify and explain various literary/stylistic devices (e.g., foreshadowing, rhyme, hyperbole, onomatopoeia);
- demonstrate an awareness of the effect on an audience of content, form (e.g., pamphlet, survey), and diction (e.g., level of language chosen) in informational texts;
- identify intentional variations in punctuation and other features of texts (e.g., exclamation marks, entire words in capital letters) that create a particular effect (e.g., emphasis);

Strategies and Cues

- read literary and informational texts independently, adjusting reading strategy (e.g., skimming, scanning, surveying) according to purpose;
- read silently and out loud, adapting speed to purpose (e.g., reading to confirm, reading for detail) and type of reading material (e.g., instructions);
- use pre-reading strategies to make predictions effectively by analysing choice of title, book-jacket material (e.g., illustration, back cover, critics' comments), chapter titles, table of contents, and chapter summaries;
- identify and use the characteristics of various texts (e.g., haiku form in poetry, plot in a short story) to clarify and confirm meaning;
- apply the following reading strategies for the retrieval of information or meaning of text: skimming, scanning, surveying, and rereading;

- locate specific information and verify the meaning of unfamiliar words by using appropriate reference texts (e.g., dictionaries, encyclopedia);
- apply a variety of strategies to determine the meaning of unfamiliar words (e.g., context clues, and knowledge of French vocabulary, word origins, and derivations);
- use strategies to expand vocabulary, with a focus on reading widely, keeping a personal word list, and using reference sources (e.g., dictionaries) as well as word roots, prefixes, and suffixes to determine the meaning of unfamiliar words;
- extend vocabulary by comparing and contrasting the meaning of familiar and newly learned words with their French equivalents;
- apply study and research skills such as rereading, highlighting, note-taking, and organizing information into tables or charts;

Investigation and Analysis

- identify and interpret main and secondary ideas in texts (e.g., the five Ws in news articles) for different purposes (e.g., to conduct research, to complete a task);
- locate, record, and use ideas and information from a variety of sources to research a specific topic;
- make judgements and draw conclusions about texts on the basis of personal experiences and previous knowledge;
- express in a chosen form (e.g., photo essay, group discussion, response journal) their reflections on and interpretations of texts;
- outline the plot of a narrative text (e.g., introduction, rising action, climax, falling action, conclusion);
- summarize and chart the main events of a narrative text (e.g., short story, novel, play) in chronological order;
- retrieve from texts information related to future career interests and report on it;
- predict outcomes and draw conclusions about the ideas and information conveyed in texts;
- explain (e.g., in a character sketch, in a character interview, as a character in a dramatic monologue) the traits of main characters in works of fiction, citing key passages and/or providing examples from the text;
- identify the theme of a literary text, citing key passages and/or providing examples from the text;
- demonstrate in a creative assignment (e.g., a poem about the theme of a short story, pictures of key scenes in a novel, a comic strip based on the plot of a story, research on setting) an understanding of the main elements of fiction;
- distinguish between fact and opinion in informational texts;
- respond to texts by answering questions that require prediction, interpretation, and speculation, comparing their own responses with those of peers to extend understanding;
- recognize and respond to bias, stereotypes, and prejudice in written texts;
- respond to texts of different genres and from various cultures, demonstrating an awareness of purpose, audience, and context;
- make connections between knowledge of the personal background of the author and the text under study to enhance their understanding;
- demonstrate the ability to follow complex written instructions for personal and school-related tasks;
- develop and clarify an opinion on a given topic through research;

Critical Thinking

- identify the multiple purposes of reading in today's society;
- support their own ideas, opinions, and career interests by exploring the ideas of others in various literary and informational texts;
- defend their opinion of a text in terms of their personal experience and previous knowledge;
- explain their understanding of texts by examining how authors use literary/stylistic and stylistic devices (e.g., similes, metaphors, personification) to communicate emotions, ideas, and opinions;
- demonstrate an appreciation of and justify preferences for various genres and forms of literature.

Writing

Overall Expectations

By the end of this course, students will:

- communicate ideas, information, and opinions with clarity, following a logical sequence in a variety of narrative and expository forms, with a focus on paragraphs, short answers, anecdotes, and a research report;
- respond to texts under study through creative writing (e.g., write a letter to a character in a story);
- convey ideas clearly and concisely in coherent paragraphs, each with a recognizable opening, body, and conclusion;
- apply a process approach to writing (e.g., brainstorming, researching, mapping, drafting, conferencing, revising, editing, and publishing), with attention to the correct use of language conventions;
- develop study skills and research strategies (e.g., highlighting, note-taking, paraphrasing) to organize and document information (e.g., personal career survey, facts about famous inventors) from a variety of reference texts and electronic resources;
- respond creatively (e.g., in response journals or letters) to ideas and information arising from texts, oral and visual presentations, and personal experiences.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- write creative narrative assignments in a variety of forms (e.g., news stories, scripts) stemming from texts under study or their own suggestions;
- write expository paragraphs that convey information clearly (e.g., news reports, e-mail messages, instructions) on a given topic (e.g., careers);
- write a multi-paragraph report based on research on a given topic, with reference to at least three print and/or electronic resources;
- defend opinions in written texts (e.g., letters to the student council, movie reviews, letters of advice), demonstrating awareness of purpose, audience, and context;
- apply in their written texts (e.g., news articles, descriptions of events in a story, sequels to a story) their knowledge of forms and techniques;
- write one-paragraph responses to questions on print and media texts:
  - with an opening sentence that repeats the key words in the question;
  - with two or three sentences that answer the question, referring to a specific passage and relevant details in the text; and
  - with a closing statement that summarizes the main idea;
- convey ideas using vivid details and effective word choice to ensure that their purpose (e.g., to inform, to persuade, to defend, to entertain) is accomplished;
- use vivid descriptive vocabulary that appeals to the senses of sight, hearing, touch, taste, and smell;
- incorporate newly learned vocabulary from literature and other fields of study into written texts;

– use vocabulary-building strategies (e.g., use a dictionary, create a personal or class dictionary of newly encountered words) to enhance their writing;

Writing as a Process

– maintain a writing folder, including drafts and final products;

– select a topic and generate ideas using strategies such as brainstorming, exploring print and electronic resources, and discussing with peers;

– organize and present ideas in a logical sequence;

– write and revise drafts for clarity and effectiveness of ideas, independently and collaboratively;

– edit and proofread final drafts, focusing on conventions of language and sentence structure, and using dictionaries, word-processing resources, and feedback from peers and teacher;

– choose an appropriate format for a piece of writing (e.g., news article, sequel to a short story, letter of complaint);

– apply technological resources to produce a polished piece of writing that is clear, neat, legible, and formatted to reach audiences in different ways (e.g., for display on a bulletin board);

Grammar and Usage, Spelling, and Punctuation

– apply rules of subject-verb agreement, including those that apply to compound subjects, indefinite pronouns, inverted subjects, and collective nouns;

– use consistent and appropriate verb tenses and voice (i.e., active and passive);

– use parts of speech correctly, with a focus on pronouns (e.g., pronouns that are homonyms of a verbal contraction, such as *their/they're, whose/who's, its/it's*; agreement of pronoun and antecedent; pronoun cases);

– refine sentence structure using simple, compound, complex, and compound-complex sentences;

– vary sentence length and structure (e.g., interrogative sentence, exclamatory sentence) for originality and effect;

– write sentences correctly, avoiding the following sentence errors: sentence fragments, run-on sentences, comma splices;

– apply appropriate devices to combine sentences (e.g., prepositional and participial phrases, semi-colons between two independent clauses, relative pronouns);

– spell correctly words that are confusing because they look or sound alike (e.g., *affect/effect, principle/principal*) or because they differ only slightly in meaning or spelling from the French (e.g., *literature, development*);

– use a variety of strategies to spell words correctly (e.g., use visual patterns, sound patterns, meaning, root words);

– use correctly commas, apostrophes, and quotation marks, consolidating skills acquired in Grade 8;

– adapt punctuation and capitalization for the special requirements of direct quotations, scripts, dialogue, and poetry;

Research as a Process

- determine information needs and plan a research process;
- locate and record research carefully, avoiding plagiarism: take notes, highlight key information, record references, write comments or questions about material read, and map ideas;
- sort and group information and ideas, discarding irrelevant information, grouping data under headings, ordering information by sub-topic, and assessing the relevance and accuracy of information and ideas gathered;
- condense information from research and organize key points according to a logical sequence (e.g., chronological order);
- make connections between information, personal experiences, and interests, especially career interests;
- cite evidence and examples from texts to support ideas in their writing;
- use in their written texts formal vocabulary and newly learned words that pertain to a research topic or field of study;
- incorporate charts, diagrams, and graphs from research material into written texts;
- apply basic elements of a standard research methodology (e.g., MLA, APA) in the presentation of information, including references, title pages, and tables of contents;

Critical Thinking

- reflect on personal experiences and express values by responding in written assignments to print and media texts;
- appraise their own and others' written texts;
- demonstrate creativity in writing narrative and descriptive texts;
- make connections in a response journal between personal experience and various sources of information.

Oral Communication

Overall Expectations

By the end of this course, students will:

- demonstrate active and attentive listening skills by taking notes and paraphrasing main ideas in presentations;
- speak clearly in a variety of situations (e.g., class discussions, presentations) to suit purpose and audience, with attention to conventions of language;
- contribute to small and large group discussions by sharing opinions, ideas, and information, observing the courtesies of group discussion;
- ask relevant questions and formulate opinions about ideas presented and techniques used in oral presentations.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

Listening

– listen attentively to various forms of texts and presentations from teacher and peers to gain information and insight;

– listen actively to others (e.g., make eye contact) and provide feedback (e.g., constructive criticism);

– recall ideas presented in others' oral communications by explaining the main ideas in their own words;

– recognize and make notes about the ideas and information in the oral presentations of others;

– follow verbal instructions to complete personal and school-related tasks (e.g., note-taking, formatting presentations);

– identify factors that interfere with good listening (e.g., noise, interruptions, distractions, poor pace of delivery);

Speaking

– deliver an oral reading of prose, poetry, or other literature with attention to pronunciation and intonation;

– prepare an oral presentation on a familiar topic (e.g., a favourite television show or movie, the importance of sports in school, the pros and cons of homework);

– rehearse oral presentations for appropriate diction, sentence structure, and pronunciation;

– deliver an oral presentation using proper presentation techniques (e.g., tone of voice, body language);

– use strategies to expand vocabulary (e.g., keep a personal list of effective words and phrases; use references to determine meanings of unfamiliar words);

– use vocabulary that is specific to the topic presented and appropriate for a classroom setting;

– integrate newly learned vocabulary into presentations, pronouncing words clearly and correctly;

– use appropriate transitional devices (e.g., *first, next, finally*) to indicate a series of important points;

– use a clear, relevant, and appealing audio or visual aid (e.g., sound track, chart, graph, illustration) to highlight a main point or idea in a presentation;

Group Skills

- contribute positively to the preparation, revision, and rehearsal of a group presentation;
- practise the different roles involved in group work: chairing, note-taking, participating, moderating, and reporting;
- seek and integrate suggestions of group members and others (e.g., teachers, parents, other students) in preparing and delivering presentations and productions;
- ask and answer questions related to the subject under discussion in small and large group settings to acquire and share information;

Critical Thinking

- ask relevant questions and formulate opinions about the ideas presented and the techniques used in formal and informal (e.g., class discussions) presentations;
- respond verbally and constructively to ideas and information in oral and visual communications (e.g., photo essays, radio scripts), taking into consideration different points of view;
- express opinions, ideas, and feelings clearly in various formal and informal situations (e.g., class discussions, one-on-one conversations, oral presentations);
- demonstrate an understanding of the importance of oral communication skills for personal and academic purposes.

Media Studies

Overall Expectations

By the end of this course, students will:

- view and listen to a range of media texts, identifying their messages and target audiences;
- identify characteristics of various media (e.g. television, radio, advertising);
- create independently and/or collaboratively a short media production (e.g., interview, news article);
- assess media works for their impact on the intended audience.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- produce a short original media text (e.g., newspaper article, radio script) that respects the characteristics of the chosen form;
- convey feelings and ideas based on personal experience and previous knowledge in a media production (e.g., a skit on conflict, an audiotape, a poster, a commercial for a school activity);
- explore a variety of production techniques (e.g., camera angles, fade-ins, background music) in their own media productions, determining which are most effective;
- observe common courtesies in e-mail correspondence (e.g., proofread messages before sending them);

Investigation and Analysis

- identify the characteristics of various media texts (e.g., advertisements, news reports);
- make connections between a media text and a literary text under study, noting similar or different points of view;
- examine advertising techniques (e.g., use of language, special effects), appeals, and claims used in various media;
- explore advertising in various media (e.g., television, billboards) to identify its impact on their daily lives;
- recognize stereotypes (e.g., portrayal of senior citizens) and prejudice in various media texts (e.g., portrayal of teenagers in magazines and on television);
- identify their own preferences in media productions and explore the possible reasons for these preferences;

Critical Thinking

- examine the impact of advertising and other popular media (e.g., television videos) on personal values and behaviours;
- make judgements about the effectiveness of various media productions (e.g., comedies, mystery shows), providing reasons for their preferences;
- demonstrate an understanding of the importance of media literacy for personal and academic purposes.

English, Grade 10, Academic (EAE2D)

This course extends the skills of reading, writing, speaking, listening, and media literacy developed in the Grade 9 English courses. Students will further their creative and critical thinking skills through the analysis of a variety of literary, informational, and media texts, focusing on short stories, short essays, novels, plays, and poetry. This course emphasizes the application of students' knowledge of genres and forms to the writing of clear and coherent narrative, descriptive, and expository texts and to the creation of oral presentations.

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read independently various forms of literary and informational texts of increasing length and complexity for different purposes (e.g., research, point of view, pleasure), with a focus on short stories, short essays, novels, plays, and poetry;
- differentiate between the main elements of literary and informational texts in written and verbal responses;
- apply comprehension strategies (e.g., inferring, summarizing, paraphrasing, recalling, predicting outcomes) to interpret texts of increasing length and complexity;
- synthesize ideas and information from a wide range of texts for personal, practical, and academic purposes (e.g., to produce a documented research paper, to conduct a job search);
- make critical judgements about literary and informational texts, identifying and interpreting the effects of literary/stylistic devices.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

– compare and contrast the characteristics of two or more texts, applying knowledge of genres and forms;

– analyse elements of fiction (e.g., plot, character, setting, theme) to determine how they relate to the author's purpose (e.g., to instruct, to entertain);

– explain the use of various literary/stylistic devices (e.g., rhyme, hyperbole, simile, metaphor, personification, flashback, foreshadowing) in terms of the message intended by the author;

– synthesize information gathered from reference texts and electronic resources;

– assess the literary/stylistic devices (e.g., figures of speech, tone) used by the author according to the intended message or purpose (e.g., to review a movie);

– analyse the diction, literary/stylistic devices, and message of texts (e.g., magazine article, website for children) in terms of purpose and audience;

– analyse and assess the defining characteristics (e.g., narrative point of view, typography, layout) of various forms of literary texts (e.g., a concrete poem) and informational texts (e.g., a reference book);

– demonstrate understanding of unfamiliar words in literary and informational texts;

Strategies and Cues

– read silently and out loud, adapting speed and tone to the type of reading material (e.g., survey, play, short story) and to the purpose for reading (e.g., to retain significant detail, to comprehend, to understand the author's purpose);

– apply the reading strategies of skimming, scanning, and surveying for research purposes;

– apply textual cues to construct meaning: semantic cues (e.g., word origins), syntactic cues (e.g., punctuation), visual cues (e.g., italics, captions), and literary/stylistic devices (e.g., flashback, foreshadowing, irony);

- analyse organizational structures (e.g., spatial order, chronological order, inverted pyramid of news stories) to clarify and confirm meaning of various forms of texts;
- use strategies to expand vocabulary, with a focus on: reading widely; keeping a personal word list; using reference sources as well as word roots, prefixes, and suffixes to determine the meaning of unfamiliar words; and consulting a thesaurus;
- compare and contrast the meaning and spelling of familiar and newly learned French and English words as well as words of Greek and Latin origin (e.g., *omniscient/omnipotent, hydrophobia/claustrophobia*);
- differentiate between the literal meaning and the connotation of words;
- apply context cues to grasp the meaning of unfamiliar words without interrupting pace in directed and independent reading of texts;
- use textual cues effectively, along with print and electronic resources, to develop understanding of specialized vocabulary in various fields of study;
- apply study and research skills (e.g., rereading, highlighting, note-taking, outlining) to process information and find additional information as needed;

Investigation and Analysis

- analyse information in literary and informational texts using prior knowledge and personal experiences to interpret information and ideas;
- distinguish between facts and opinions, detecting various forms of bias, prejudice, and stereotypes in texts, and recognize the impact of word choice on messages conveyed (e.g., sexism);
- differentiate between literal and figurative statements;
- respond creatively and critically to content, theme, and style of texts, relating responses to personal experiences and prior knowledge;
- analyse plot, characterization, setting, and style in literary texts, citing key passages and/or providing examples from the text;
- analyse the relationships (e.g., causes and resolutions of conflicts) among the main characters in a literary text;
- formulate the theme of a literary text, citing key passages and providing examples to develop interpretation;
- respond to texts by answering questions that require prediction, inference, and interpretation;
- compare and contrast the elements of literary texts in genres of various cultures, demonstrating consideration for the form, purpose, audience, and context of the text studied;
- explain how knowledge of the personal, cultural, and historical background of an author's life can influence a reader's interpretation of a text;
- develop a point of view on a given topic by exploring the ideas, values, and human experiences in literary and informational texts;
- group relevant information from reference texts and electronic resources into appropriate categories or headings for research purposes;
- synthesize the main and secondary ideas in texts for research purposes and for the exploration of career interests;

Critical Thinking

- organize ideas and information from a variety of texts to develop a point of view on complex issues and concepts;
- make judgements about the effectiveness of various literary/stylistic devices (e.g., flashback) in literary and informational texts;
- extend learning and thinking by reflecting (e.g., in a journal or report) and answering questions on the concepts, experiences, information, and opinions conveyed in literary and informational texts;
- assess their own, peer, and published texts in terms of form and content, identifying strengths and weaknesses;
- read a wide range of material, demonstrating an appreciation of the importance of language as an instrument of communication;
- interpret content, theme, and style of texts in terms of their own and others' experiences (e.g., explore the theme of isolation).

Writing

Overall Expectations

By the end of this course, students will:

- compose a variety of narrative, descriptive, and expository texts, including a creative writing assignment, according to their characteristics, purpose, and audience, with a focus on multi-paragraph answers, a persuasive text, and a research report;
- integrate various features of style (e.g., point of view, atmosphere) and structure (e.g., cause and effect) into writing, using texts as models;
- revise their own and others' work, offering relevant, constructive suggestions about the application of a writing process, with attention to sentence structure, punctuation, and other language conventions;
- organize research notes from a variety of reference texts and electronic resources, documenting them according to a standard research methodology (e.g., MLA, APA);
- support an opinion convincingly and logically in a multi-paragraph text, with a focus on unity and coherence.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- write a persuasive text to defend an opinion on a topic or text under study;
- produce a creative writing assignment (e.g., a lyrical poem, a scene from a play) that achieves unity and coherence through the use of atmosphere and literary/stylistic devices;
- write multi-paragraph responses to texts under study, using and developing the techniques of the literary essay:
  - with an introduction that features a general statement, repeats key words in the question, identifies the work and author, provides a one-sentence summary of the literary text, and provides a thesis statement;
  - with two or three paragraphs that develop the thesis, using direct references from the text, key supporting details, relevant examples, or other supporting evidence; and
  - with a concluding paragraph that summarizes the key ideas developed and that ends with a new perspective on the question or issue;
- write a research report using a basic outline and synthesizing information and ideas collected from at least five print and/or electronic resources;
- develop expository paragraphs, using contrast, comparison, examples, and illustrations, or a combination of these;
- integrate various stylistic devices (e.g., contrast, irony) from literary texts under study into their own writing;
- use effective diction and sentence structures according to form, purpose, and audience;
- use vocabulary-building strategies (e.g., create a personal dictionary of newly encountered words, use a thesaurus) to enhance their writing;
- adapt level of language and tone in written work to suit specific formal and informal situations;

Writing as a Process

- determine purpose and audience for writing and select appropriate form;
- engage independently and collaboratively in prewriting activities (e.g., choosing a topic, asking focused questions, responding to print and media texts, participating in peer discussions);
- develop and organize ideas and information using a basic outline (e.g., introduction, body, conclusion);
- evaluate their own and others' texts to revise and edit drafts for content, organization, style, purpose, and conventions of language;
- publish and share writing with a chosen audience, demonstrating increasing proficiency in the use of technological resources;
- maintain a writing folder, including drafts, work in progress, and finished products;

Grammar and Usage, Spelling, and Punctuation

- use correctly knowledge of language conventions acquired in Grade 9;
- use parts of speech correctly with attention to correlative conjunctions, gerund phrases, participial phrases, and infinitive phrases;
- use gender-neutral language effectively in written texts;
- apply rules of subject-verb agreement, including those that apply to relative pronouns, groups of words, and words of amount and time;
- write simple, compound, complex, and compound-complex sentences of increasing length;
- vary sentence structures by applying different sentence-combining techniques, such as joining two sentences with a single word, a prepositional phrase, an appositive, *-ing* and *-ed* modifiers (with regular verbs), or the correct past participle (with irregular verbs);
- vary sentence beginnings (e.g., invert order);
- improve sentences by avoiding repetition, redundancy, wordiness, and rambling sentences;
- use parallel structures to ensure grammatical elements match and items in a list have the same construction;
- correct sentence errors (sentence fragments, comma splices, run-on sentences, dangling modifiers);
- use independently a variety of strategies to spell words correctly (e.g., use visual patterns, sound patterns, meaning, root words);
- use reference texts and electronic resources to look up new words and specialized or technical language;
- use punctuation (e.g., comma, semi-colon, colon, apostrophe, quotation marks) correctly according to the conventions of the form (e.g., dialogue, poem);

Research as a Process

- determine their research purpose and establish a plan of action;
- locate, evaluate, and select relevant information on a research topic;
- use accurate and complete information and ideas from electronic resources and reference texts to develop a topic;
- synthesize information and ideas found in research on a specific topic, carefully avoiding plagiarism;

- organize research on a given topic to compare, contrast, and illustrate information and ideas;
- order information by sub-topics, regrouping data where necessary to make connections, and evaluating the relevance, accuracy, and completeness of information and ideas gathered;
- cite examples and evidence to develop an argument and to defend a position;
- present information according to a standard research methodology (e.g., MLA, APA);

Critical Thinking

- demonstrate logic and coherence in building an outline, considering different ways to organize ideas;
- evaluate the steps used in a writing process, describing problems encountered and justifying decisions made;
- evaluate ideas and information in their own written texts for clarity, relevance, and completeness;
- demonstrate proficiency in monitoring the quality of their own writing;
- respond critically in a response journal to texts under study.

Oral Communication

Overall Expectations

By the end of this course, students will:

- demonstrate the ability to listen attentively for a variety of purposes (e.g., for entertainment, for information or instructions, to evaluate or critique what is said);
- convey ideas and information in individual and/or collaborative oral presentations, applying conventions of language correctly and using a process approach (e.g., brainstorm, research, and share ideas and information; and shape, revise, and rehearse presentations and/or productions);
- review and revise content and rehearse delivery of presentations to ensure they will capture and maintain the interest of the audience and create the desired effect;
- participate in small and large group discussions, observing the courtesies of group discussion;
- respond critically and constructively to ideas presented and techniques used in oral presentations.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

Listening

– listen to a variety of presentations and media works (e.g., films, cassettes) to gain information and to develop critical listening skills;

– listen for a variety of purposes (e.g., for main ideas, for specific details), using a variety of techniques (e.g., visualizing, taking notes, asking questions) according to the demands of the situation and the purpose in listening;

– apply note-taking skills effectively to record information from oral presentations;

– identify factors that contribute to successful communication by analysing specific elements of the communications process (e.g, using a microphone to enhance transmission, minimizing noise);

Speaking

– produce original oral communications to convey arguments and opinions about literary and informational texts under study;

– communicate findings and conclusions from research in a prepared talk;

– organize ideas and information in a clear and logical sequence when speaking in formal and informal situations (e.g., verbal responses to questions, class discussions, debate);

– organize information, thoughts, and opinions in an appropriate format (e.g., chronological order, order of importance, order of descending interest), with particular attention to introduction and conclusion;

– revise vocabulary, expressions, and level of language used in oral presentations to achieve a specific purpose (e.g., to amuse, to inform, to persuade) and to maintain the interest of the audience (e.g., peers, parents, general public);

– use strategies to expand vocabulary (e.g., keep a personal list of effective words and phrases, use references to determine meaning of unfamiliar words);

– apply level of language appropriate to purpose and audience;

- identify and explain examples of slang, jargon, dialect, colloquialisms, and standard English usage in oral works;
- apply various persuasive devices (e.g., repetition of key words, rhetorical questions, sentence inversion, varied tone, humour) to present an argument convincingly in a formal presentation and to justify an opinion in informal verbal responses;
- adjust verbal elements (e.g., volume, tempo, stress) and non-verbal elements (e.g., eye contact, facial expression, poise) according to purpose and audience;
- use a clear, relevant, and appealing visual aid (e.g., chart, graph, illustration) to highlight a main point or idea in a presentation;

Group Skills

- contribute to the brainstorming, researching, and sharing of ideas and information, as well as the shaping, revising, rehearsal, and delivery of collaborative presentations and/or productions;
- demonstrate the ability to assume the different roles involved in group work (e.g, chairing, note-taking, participating, moderating, reporting) and to cooperate with those practising other roles;
- organize time efficiently, consulting group members to make necessary adjustments and respecting deadlines;
- develop consultation strategies for identifying and resolving problems during the production process, making suggestions and considering the points of view of others;
- defend their own point of view (e.g., on medium, message, aesthetic appeal) to others in small and large group discussions, observing the courtesies of group discussion (e.g., showing consideration for the ideas and opinions of others);

Critical Thinking

- offer constructive criticism of their own and others' oral communications, making judgements about clarity of information and impact of delivery (e.g., use of slang, levels of language);
- respond critically and constructively to oral presentations, challenging ideas presented and techniques used and considering various points of view;
- support in an oral presentation an opinion about a literary text under study, with reference to key passages.

Media Studies

Overall Expectations

By the end of this course, students will:

- interpret and evaluate a production (e.g., newspaper article, video, television sitcom) in a particular medium, with attention to the techniques and conventions specific to the medium (e.g., column format in a newspaper, camera angles in a film, use of laugh track in a sitcom);
- create individual and/or collaborative media productions (e.g., informational pamphlet, music video), assessing work during the creative process in terms of its form, purpose, and audience;
- examine the role of popular culture and mass media in their personal lives and in society.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- produce a media text (e.g., television advertisement, poster), applying the conventions and techniques specific to the medium and appropriate for the particular purpose and audience;
- identify and apply media techniques (e.g., sound effects, lighting, varied fonts, three-dimensional illustrations) in individual and/or collaborative productions;
- present convincingly in their own media texts their opinions and arguments on a current issue, integrating persuasive devices (e.g., tone, word choice, photographs, figures of speech) from other media texts under study (e.g., print ads, television commercials, educational messages, news editorials);
- develop an appreciation for and an understanding of a specific medium's artistic forms and techniques (e.g., special effects, colour, stage design);

Investigation and Analysis

- analyse the film version of a novel, examining elements of fiction (e.g., plot, characters, setting) as well as cinematic techniques used to convey meaning;
- compare various forms of a message as it is presented in different media (e.g., a news event as reported in a newspaper, on radio, on the Internet, on television);
- synthesize information from various media texts (e.g., documentaries, science shows, biographies, news reports) for research purposes;
- examine and deconstruct advertisements in a particular medium (e.g., radio ads, Internet ads) with particular attention to appeals, claims, and language techniques (e.g., repetition, use of words with strong associations or connotations);
- analyse the persuasive devices (e.g., voice, gestures, figures of speech, sound effects, statistics) used in various media texts, determining to what extent these devices achieve the intended purpose and reach the target audience;

- explain how various features of media texts (e.g., music, idioms, story lines) target a specific audience (e.g., an age group);
- interpret media texts, recognizing stereotypes, bias, and prejudice, as well as linguistic and cultural differences;
- identify the advantages and disadvantages as well as the strengths and weaknesses of different types of media (e.g., advertisements in newspapers, on the Internet, on television, on the radio) in achieving their purpose (e.g., to sell, to inform);

Critical Thinking

- explain the role of mass media in society, describing how mass media both shape and reflect values, tastes, and behaviours;
- respond critically to different kinds of media texts, determining to what extent various techniques create the desired effect;
- recognize false, incomplete, or misleading information in media texts (e.g., political broadcast, web pages, tabloids, commercials, news reports), and challenge the ideas presented;
- explore a current issue as it is portrayed in the mass media, developing and expressing their own opinions about the information presented.

English, Grade 10, Applied (EAE2P)

This course extends the skills of reading, writing, speaking, listening, and media literacy developed in the Grade 9 English courses. Students will study a variety of contemporary literary, informational, and media texts, with a focus on short stories, a novel, a play, poems, and newspaper and magazine articles. This course emphasizes the application of effective communication skills in individual, group, and class activities involving the writing of clear and coherent narrative, descriptive, and expository texts and in the creation of oral presentations.

Literature Studies and Reading

Overall Expectations

By the end of this course, students will:

- read various forms of literary and informational texts of increasing complexity for different purposes (e.g., to entertain, to verify, to learn), with a focus on the following forms: short stories, a novel, a play, poems, and newspaper and magazine articles;
- apply comprehension strategies (e.g., inferring, summarizing, paraphrasing, recalling, predicting outcomes) to acquire information from texts and to extend knowledge of genres and forms;
- summarize ideas and information from a range of texts for personal, practical, and academic purposes (e.g., for an oral presentation, for a job search, to confirm an opinion);
- interpret a variety of texts (e.g., current publications) on the basis of their personal experiences and career interests.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- compare the characteristics of two or more texts, applying knowledge of genres and forms;
- identify and interpret elements of fiction (e.g., plot, character, setting, theme) and relate them to the author's perceived purpose (e.g., to instruct, to entertain);
- identify the organizing principles of a text (e.g., chronological order, spatial order) and relate them to form (e.g., short story, description);
- identify and explain literary/stylistic devices (e.g., rhyme, hyperbole, simile, metaphor, personification, flashback, foreshadowing);
- apply knowledge of literary/stylistic devices to enhance their understanding and appreciation of texts;
- analyse the diction, literary/stylistic devices, and messages of texts (e.g., magazine articles, websites for children) in terms of purpose and audience;
- make connections between the techniques used by the author and the intended message or purpose (e.g., in a movie review);
- make connections between the intended purpose of and audience for a text (e.g., a magazine article, a website for children) and the author's choice of diction and literary/stylistic devices;
- demonstrate understanding of unfamiliar words in literary and informational texts;
- apply research skills and summarize information from reference texts and electronic resources;

Strategies and Cues

- read silently and out loud, adapting speed to purpose (e.g., for detail, to confirm meaning) and type of reading material (e.g., survey, job application form, short story);
- refine the reading strategies of skimming, scanning, and surveying for research purposes;
- make effective use of semantic cues (e.g., word origins), syntactic cues (e.g., punctuation), and visual cues (e.g., italics, captions) to clarify and confirm meaning;
- identify and use organizational structures (e.g., inverted pyramid in news stories) to clarify and confirm the meaning of various forms of texts;

- apply context cues to grasp meaning of unfamiliar words without interrupting pace, in directed and independent readings of texts;
- use strategies to expand vocabulary, with a focus on: reading widely; keeping a personal word list; using reference sources and word roots, prefixes, and suffixes to determine the meanings of unfamiliar words; and consulting a thesaurus;
- compare and contrast the meaning and spelling of common, similarly spelled French and English words;
- use a variety of study and research skills (e.g., rereading, highlighting, note-taking, outlining) to gather and process information from print and electronic resources;

Investigation and Analysis

- analyse main and secondary ideas in literary and informational texts, using prior knowledge and personal experiences to interpret information and ideas;
- distinguish between facts and opinions, detecting various forms of bias, prejudice, and stereotypes in texts;
- discuss, and support their interpretation and understanding of, the content, theme, and style of a text;
- consider and discuss texts in terms of their personal experiences and prior knowledge;
- explain the impact of setting in literary texts (e.g., a mystery story) in terms of the plot, characters, and themes;
- analyse the themes in a literary text and the relationships (e.g., causes and resolutions of conflicts) among the main characters;
- develop opinions about current issues and relevant topics, based on their readings of informational texts;
- interpret various genres of literary and informational texts to develop their own opinion of the validity of the ideas expressed;
- respond to texts by answering questions that require prediction, inference, and interpretation;
- make connections between knowledge of an author's life and the ideas expressed in a text;
- group relevant information from reference texts and electronic resources into appropriate categories or headings for research purposes;
- summarize and paraphrase for research and exploration of career interests relevant ideas and information as conveyed in various forms (e.g., reports, charts, graphs) gathered from print and electronic resources;

Critical Thinking

- process ideas and information from a variety of texts to develop a point of view or research a topic;
- determine to what extent various literary/stylistic devices (e.g., flashback) in texts effectively communicate the author's ideas, emotions, and opinions;
- extend their learning and thinking by reflecting (e.g., in a journal) and answering questions on the ideas, experiences, and information conveyed in literary and informational texts;
- interpret the content and theme of texts in terms of their own and others' experiences (e.g., explore the theme of isolation);
- read a wide range of material, demonstrating an appreciation for the importance of language as an instrument of communication.

Writing

Overall Expectations

By the end of this course, students will:

- compose a variety of narrative, descriptive, and expository texts according to the characteristics of the chosen form, with a focus on narration with dialogue, descriptive paragraphs, a multi-paragraph answer, a research report, journal writing, and a creative writing assignment;
- apply their knowledge of forms to write for a specific purpose and audience (e.g., a movie review, a letter to the editor);
- revise their own and others' work, offering relevant, constructive suggestions about the application of a writing process, with attention to sentence structure, punctuation, and other language conventions;
- organize research notes from a variety of reference texts and electronic resources, documenting them according to a standard research methodology (e.g., MLA, APA);
- support an opinion in a paragraph with reference to a text under study.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- write a narrative with dialogue (e.g., develop a conflict through dialogue) that achieves unity and incorporates atmosphere;
- produce a creative writing assignment (e.g., a short story, a skit) with emphasis on character development;
- write descriptive paragraphs (e.g., a description of an object) and expository paragraphs (e.g., a newspaper article) that contain specific topic sentences and appropriate supporting details, and that focus on a particular point of view or impression;
- personalize communication for employment (e.g., a résumé, a letter of application), following a model;
- support a personal opinion (e.g., on a current issue) in a multi-paragraph text, focusing on the achievement of unity and coherence;
- write a multi-paragraph response to an assigned question:
  - with an introduction that features a general statement, repeats key words in the question, identifies the text and author, provides a one-sentence summary of the text, and provides a thesis statement;
  - with a body of two paragraphs that develops the thesis, using direct references from the text, key supporting details, relevant examples, or other supporting evidence; and
  - with a concluding paragraph that summarizes the key ideas developed and ends with a new perspective on the question or issue;
- write a research report, following a clear and logical outline and summarizing information and ideas collected from at least three print and/or electronic resources;
- use effectively transitions between paragraphs and within paragraphs to improve coherence;

- respond to questions in single paragraphs with an introductory sentence, body sentences, and a concluding sentence;
- respond to topics and texts under study by writing in journals;
- use clear and effective diction and sentence structures according to form, purpose, and audience;
- vary sentence structures for effect;
- use vivid descriptive vocabulary, consulting a reference source (e.g., dictionary, thesaurus) to seek the most appropriate words;
- use vocabulary-building strategies (e.g., create a personal dictionary of newly encountered words or expressions) to enhance their writing;
- adapt level of language in written work to suit specific formal and informal situations;

Writing as a Process

- determine purpose and audience for writing and select appropriate form;
- engage independently and collaboratively in prewriting activities (e.g., choosing a topic, asking focused questions, responding to print and media texts, participating in peer discussions);
- develop and organize ideas logically, using a basic outline (e.g., introduction, body, conclusion);
- revise and edit their own drafts, with particular attention to sentence structure, conventions of language, and word choice to ensure clarity and precision;
- publish and share writing with a chosen audience, demonstrating increasing proficiency in the use of technological resources;
- maintain a writing folder of current and past drafts as well as finished products;

Grammar and Usage, Spelling, and Punctuation

- use parts of speech correctly, reviewing conventions of language acquired in Grade 9;
- use gender-neutral language effectively in written texts;
- apply rules of subject-verb agreement, including those that apply to relative pronouns, groups of words, and words of amount and time;
- use pronouns correctly, applying rules of agreement with antecedents and the cases of relative pronouns;
- write grammatically correct sentences, avoiding common errors (e.g., sentence fragments, comma splices, run-on sentences, dangling modifiers);
- write simple, compound, complex, and compound-complex sentences of increasing length;
- vary sentence structures by applying different sentence-combining techniques, such as joining two sentences with an appositive, *-ing* and *-ed* modifiers (with regular verbs), or the correct past participle (with irregular verbs);
- apply spelling patterns, rules, and strategies and use electronic resources and reference material to look up new words and specialized or technical language;
- use punctuation (e.g., comma, semi-colon, colon, apostrophe, quotation marks) correctly, according to the conventions of the form (e.g., dialogue, poem);

Research as a Process

- determine their research purpose and establish a plan of action;
- locate, evaluate, and select relevant information on a research topic;
- identify and evaluate the advantages and disadvantages of specific resources when seeking information (e.g., encyclopedia, the Internet, newspapers);
- use accurate and complete information and ideas from electronic resources and reference texts to develop a topic;
- summarize information and ideas found in research on a specific topic;
- organize research on a given topic to compare, contrast, and illustrate information and ideas;
- cite examples and evidence to develop an argument and defend a position;
- present information according to a standard research methodology (e.g., MLA, APA);

Critical Thinking

- demonstrate logic and coherence by organizing ideas and information in written texts according to an outline;
- express their reflections on the writing process used, problems encountered, and decisions made;
- distinguish between relevant and irrelevant details in their own written texts;
- demonstrate judgement in monitoring the quality of their own writing;
- respond critically in a response journal to texts under study.

Oral Communication

Overall Expectations

By the end of this course, students will:

- listen attentively for a variety of purposes (e.g., to determine the main ideas, to identify specific details, to evaluate or critique what is said), and vary listening techniques (e.g., visualize, make notes, ask questions);
- express ideas and information clearly and confidently in a variety of formal and informal situations (e.g., an oral presentation, a debate, class discussions, group work)
- contribute to the brainstorming, research, and sharing of ideas and information, as well as the shaping, revising, and rehearsal of collaborative presentations and/or productions;
- participate in small and large group discussions, observing the courtesies of group discussion;
- respond critically and constructively to ideas presented and techniques used in oral presentations.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

Listening

– listen attentively to a variety of presentations and media works (e.g., songs, television programs) to gain insight or information and to develop critical listening skills;

– demonstrate active listening skills (e.g., taking notes, asking questions) to identify and interpret main and secondary ideas in presentations;

– paraphrase ideas and information from presentations;

Speaking

– respond to questions or texts in a clear manner;

– produce an individual and/or collaborative oral presentation using a creative process that includes: identifying the purpose, assessing the audience, organizing ideas in appropriate sequence, preparing graphics or other visual aids, and rehearsing the presentation;

– communicate in a prepared talk findings and conclusions from research on a given topic or text under study;

– present ideas and information in a logical sequence in a formal presentation, indicating divisions and progression with transitional devices (e.g., *first, next,* restating key idea);

– monitor word choice and level of language in oral responses and formal presentations;

– apply level of language appropriate to purpose and audience;

– apply conventions of language correctly, using gender-neutral language effectively in oral communications;

– vary tone, voice, and gestures for emphasis or humour in a prepared talk;

– respect time limits in formal presentations, speaking at an appropriate pace and volume;

– incorporate material obtained from print and electronic resources (e.g., photographs, posters, charts) into oral presentations to enhance clarity and to create an effect;

Group Skills

- demonstrate the ability to assume the different roles involved in group work (e.g., chairing, note-taking, participating, moderating, reporting), and to cooperate with those practising other roles;
- organize time efficiently, respecting deadlines;
- develop consultation strategies for identifying and resolving problems during the production process, making suggestions and considering the points of view of others;
- participate in small and large group discussions, observing the courtesies of group discussion (e.g., wait until others have finished speaking before replying, acknowledge the contributions of other individuals);

Critical Thinking

- respond orally to print and media texts, relating the ideas presented to their own prior knowledge and opinions;
- respond critically and constructively to the presentations and comments of others, expressing their own opinions about the ideas and information presented and the techniques used;
- defend an opinion on a current issue (e.g., helping the homeless, adopting a child, supporting a cause) in a prepared talk, referring to personal experience and texts under study to clarify their point of view.

Media Studies

Overall Expectations

By the end of this course, students will:

- interpret a production in a particular medium (e.g., newspaper article, video, television sitcom), with attention to the effectiveness of the techniques and format used;
- create individual and/or collaborative media productions for personal, academic, and practical purposes (e.g., to give instructions on how to create a music video);
- explore the role of mass media in society, making connections with personal experiences.

Specific Expectations

By the end of this course, students will:

Forms and Techniques

- produce a media text (e.g., educational advertisement, audiotape, poster) to convey an opinion on a current issue (e.g., the benefits of exercise, the importance of following a balanced diet), applying the conventions specific to the medium;
- produce an ad promoting a product or an event and targeting a specific audience (e.g., peers, parents/guardians, general public);
- create promotional material in print, audio, or visual form for a real or an imagined product, paying attention to the targeted audience and the design;
- identify and apply media techniques (e.g., sound effects, lighting, varied fonts, three-dimensional illustrations) in individual and/or collaborative productions;
- present a current event or issue as an objective news report in print or audio-visual form;

Investigation and Analysis

- compare a short story, novel, or play with its film adaptation, focusing on elements of fiction (e.g., plot, characters, setting);
- explore a current issue as portrayed in various media, considering different points of view;
- compare and contrast different reports of the same event, determining which is the most objective;
- explain stated and implied messages in media texts (e.g., music videos, movies, television programs), identifying biases and stereotypes (e.g., sexism, racism);
- identify language techniques used in advertising (e.g., use of words with strong associations or connotations);
- recognize the techniques used (e.g., tone, voice, colour, camera angle, word choice) in various mass media to shape messages (e.g., health warnings, political messages) and to target a specific audience;
- explain the elements (e.g., audio, visual, compositional) of good advertising and identify common techniques of false advertising;

– explain the design features (e.g., column format in newspapers, camera angles) specific to various media (e.g., news reports, news articles, print ads, radio ads);

Critical Thinking

– recognize the commercial impact of mass media as a marketing and distribution tool;

– make well-supported judgements about the form and content of their own and others' media productions;

– analyse the connection between content, form, purpose, and audience in media texts (e.g., ads for children, ads for business people, ads aimed at young adults);

– explore a current issue as it is portrayed in the mass media, developing and expressing their opinions about the information presented.

The Achievement Chart for English

The achievement chart that follows identifies four categories of knowledge and skills in English – Knowledge/Understanding, Thinking/Inquiry, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of student achievement are described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy is provided in *Le curriculum de l'Ontario, 9e et 10e année – Planification des programmes et évaluation, 1999.*)

The achievement chart is meant to guide teachers in:
- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The achievement chart can guide students in:
- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. Teachers will be provided with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials will contain samples of student work (exemplars) that illustrate achievement at each of the levels (represented by associated percentage grade ranges). Until these materials are provided, teachers may continue to follow their current assessment and evaluation practices.

To ensure consistency in assessment and reporting across the province, the ministry will provide samples of student work that reflect achievement based on the provincial standard, and other resources based on the achievement charts. As these resources become available, teachers will begin to use the achievement charts in their assessment and evaluation practices.

To support this process, the ministry will provide the following:
- a standard provincial report card, with an accompanying guide
- course profiles
- exemplars
- curriculum and assessment videos
- training materials
- an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in English can be constructed by reading from top to bottom in the column of the achievement chart headed "70–79% (Level 3)".

Achievement Chart – Grades 9–10, English

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	**The student:**			
– knowledge of forms of texts (e.g., stories, essays, poems), conventions, terminology, and strategies (e.g., for reading and writing)	– demonstrates limited knowledge of forms, conventions, terminology, and strategies	– demonstrates some knowledge of forms, conventions, terminology, and strategies	– demonstrates considerable knowledge of forms, conventions, terminology, and strategies	– demonstrates thorough knowledge of forms, conventions, terminology, and strategies
– understanding of information, ideas, concepts, and themes	– demonstrates limited understanding of information, ideas, concepts, and themes	– demonstrates some understanding of information, ideas, concepts, and themes	– demonstrates considerable understanding of information, ideas, concepts, and themes	– demonstrates thorough and insightful understanding of information, ideas, concepts, and themes
– understanding of relationships among facts, ideas, concepts, and themes	– demonstrates limited understanding of relationships among facts, ideas, concepts, and themes	– demonstrates some understanding of relationships among facts, ideas, concepts, and themes	– demonstrates considerable understanding of relationships among facts, ideas, concepts, and themes	– demonstrates thorough and insightful understanding of relationships among facts, ideas, concepts, and themes
– understanding of the uses and effect of aesthetic elements (e.g., stylistic devices, voice) in literary and informational texts	– demonstrates limited understanding of the uses and effect of aesthetic elements	– demonstrates some understanding of the uses and effect of aesthetic elements	– demonstrates considerable understanding of the uses and effect of aesthetic elements	– demonstrates thorough and insightful understanding of the uses and effect of aesthetic elements
Thinking/Inquiry	**The student:**			
– critical and creative thinking skills (e.g., reflecting, analysing, hypothesizing, explaining)	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– inquiry skills (e.g., formulating questions; planning; selecting strategies and resources; analysing, interpreting, and assessing information; forming conclusions)	– applies few of the skills involved in an inquiry process	– applies some of the skills involved in an inquiry process	– applies most of the skills involved in an inquiry process	– applies all or almost all of the skills involved in an inquiry process

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Communication	**The student:**			
– communication of information and ideas (e.g., through logical organization)	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity, and with confidence
– communication for different audiences and purposes (e.g., choice of language and style)	– communicates with a limited sense of audience and purpose	– communicates with some sense of audience and purpose	– communicates with a clear sense of audience and purpose	– communicates with a strong sense of audience and purpose
– use of various forms of communication (e.g., narratives, debates, poems, reports, essays)	– demonstrates limited command of the various forms	– demonstrates moderate command of the various forms	– demonstrates considerable command of the various forms	– demonstrates extensive command of the various forms
Application	**The student:**			
– application of language conventions (e.g., grammar, usage, spelling, punctuation)	– uses the required language conventions with limited accuracy and effectiveness	– uses the required language conventions with some accuracy and effectiveness	– uses the required language conventions with considerable accuracy and effectiveness	– uses the required language conventions accurately and effectively all or almost all of the time
– application of oral communication and media conventions and techniques	– uses oral communication and media conventions and techniques with limited effectiveness	– uses oral communication and media conventions and techniques with some effectiveness	– uses oral communication and media conventions and techniques effectively	– uses oral communication and media conventions and techniques effectively and creatively
– application of reading strategies (e.g., skimming, scanning, using cues from context)	– uses reading strategies with limited competence	– uses reading strategies with moderate competence	– uses reading strategies with considerable competence	– uses reading strategies with a high degree of competence
– application of a writing process (e.g., choice of topic, revision, use of resources)	– uses a writing process with limited competence	– uses a writing process with moderate competence	– uses a writing process with considerable competence	– uses a writing process with a high degree of competence
– application of technology (e.g., choice of tools and software, ethical use)	– uses technology with limited appropriateness and effectiveness	– uses technology with moderate appropriateness and effectiveness	– uses appropriate technology with considerable effectiveness	– uses appropriate technology with a high degree of effectiveness
– making connections (e.g., between experiences and texts, between English and other subjects, and between English and the world outside the school)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

Explanatory Notes

The following definitions and examples are intended to help teachers and parents/guardians use this document. It should be noted that the examples provided are suggestions and are not meant to be exhaustive.

Active listening. The process of improving one's understanding of spoken communication through a variety of strategies, including asking questions for clarification, taking notes, making appropriate eye contact and using appropriate body language, and reformulating information (e.g., summarizing ideas, paraphrasing ideas).

Analysis. A detailed examination of the parts of a text to enhance one's understanding, interpretation, and evaluation of the whole text. *See also* **Deconstruction**.

Audience. The intended readers, listeners, or viewers of a particular work.

Body language. Non-verbal communication through gestures, facial expressions, and body stance or movement.

Characteristics. The typical or defining features of text, including the aspects of form and content that are particular to a genre and that reveal an author's purpose or intention. Examples are: the climactic order in a narrative story; the return address, date, salutation, and closing typical of a business letter; the slogan, corporate logo, and visual images of an advertisement.

Cinematic technique. *See* **Technique**.

Coherence. The underlying logical connection among parts of a text. A paragraph is coherent if all of its sentences are connected logically so that they are easy to follow. An essay is coherent if its paragraphs are logically connected.

Colloquialism. A word or an expression used in everyday conversation but not in formal language (e.g., *Gimme a break!*).

Comma splice. A sentence error caused by using a comma instead of a stronger punctuation mark or a conjunction to join two principal clauses (e.g., *The picnic is an annual event, this year it will be held at the lake*).

Communication process. The transmission of a verbal or non-verbal message by a sender and the reception of this message by a receiver. Speaking and writing are means of transmitting a message; listening and reading are means of receiving it; words make up the content of the message. Images may also be communicated.

Conferencing. A form of consultation or discussion that provides immediate feedback to a person seeking advice. During the writing process, a student may ask questions of, or express comments or concerns to, another person (usually a teacher or peer) about an oral or a written presentation in order to revise or improve it. The other person acts as a listener who asks pertinent questions or makes relevant comments so that the student can examine and select appropriate options.

Connotation. The association a word or phrase evokes beyond its literal (dictionary) meaning.

Controlling idea. The central concept, theme, or argument that serves to unify a text.

Conventions. Accepted practices or rules. Conventions in written or oral language include spelling, grammar, syntax, and punctuation.

Creative thinking. The process of thinking about ideas or situations in inventive and imaginative ways in order to understand them better and respond to them in new ways. Students think creatively in all subject areas when they imagine, invent, alter, or improve a concept or product. Some aspects of creative thinking are fluency (the ability

to generate many ideas); flexibility (the ability to view things from different perspectives, use different approaches, and change direction of thought); elaboration (the ability to expand, develop, and add to ideas or materials); and originality (the ability to produce clever and unique responses).

Critical thinking. The process of thinking through ideas or situations in order to understand them fully, identify their implications, and make a judgement about what is sensible or reasonable to believe or do. Students think critically when they solve problems, make decisions, analyse an issue, make an inquiry, or reflect on what they have learned. Some aspects of thinking critically are questioning, hypothesizing, interpreting, inferring, analysing, comparing, contrasting, evaluating, predicting, reasoning, distinguishing between alternatives, making and supporting judgements, synthesizing, elaborating on ideas, identifying values and issues, detecting bias, and detecting implied as well as explicit meanings.

Cue, non-verbal. An aspect of spoken or unspoken communication that conveys meaning without the use of words, such as facial expressions, gestures, and body language.

Cue, syntactic. A group of words or a use of punctuation that conveys meaning because of its grammatical arrangement in the sentence that contains it. *See also* **Syntax**.

Cue, textual. Information given directly or indirectly in a written text that enables the reader to understand the stated or implied meaning. Examples are: prefixes and suffixes; word origins; graphics; punctuation; transitional devices; organizational features such as structure, tables of contents, and headings.

Cue, verbal. An aspect of spoken language that conveys meaning. Examples are: types of words (e.g., nouns, verbs, adverbs); prefixes and suffixes; indicators of plurality; sound patterns; phonetics; pace; tone of voice (e.g., volume, pitch, inflection, modulation).

Dangling (misplaced) modifier. A word, phrase, or clause that is misplaced or separated from the noun or pronoun it is intended to modify (e.g., *Travelling from Vancouver to Banff by train, the scenery will take your breath away; The bus ran into a tree, which was full of people*).

Deconstruction. A form of critical analysis that involves exploring texts to discover their stated and implied meanings. Words, phrases, images, and symbols are examined for their value as clues to the message being conveyed.

Delivery technique. A verbal or non-verbal method of enhancing oral communication. Examples are: audio elements (e.g., intonation, dialect, pace, music, sound effects); visual elements (e.g., lighting, colour, images, graphics, props).

Diction. The choice of words or phrases in speech or writing; the particular words chosen to express an idea.

Editing. In writing, the revision of wording, content, and structure to eliminate awkward phrasing and improve the organization of ideas, and the correction of spelling, grammar, and punctuation, all to ensure that the writing is clear, coherent, and correct. In visual media, the selection, arrangement, and juxtaposition of sounds and images to convey a message clearly and coherently. *See also* **Proofreading, Writing as a process**, and **Writing skills**.

Elements of media works. The elements of media works may be grouped in the following way:

- *Audio elements.* Speech, music, background sounds, sound effects, volume, dialects and accents, silence, narration, pace, sequence of sounds.
- *Visual elements.* Lighting, colour, images, size and type of lettering, size of images, sequence of images, symbols, graphics, camera angles, logos, props (e.g., costumes, furnishings), speed of presentation, shape or design, credits, details of sponsorship, animation, live action.

– *Compositional elements.* Plot, form (structure), theme, setting, atmosphere, point of view, characterization.

Essay. A prose composition that discusses a subject or proposes an argument, often presenting the writer's own ideas on the topic.

Essay-type answer. A written response that should include the following components: a topic sentence or an introduction; development (body) sentences or paragraphs, including a quote, relevant supporting details, or justification of an opinion; and a conclusion. Essay-type answers usually apply to questions about literature.

Expository text. A form of text whose main purpose is to explain or present ideas and details on a specific topic. Examples are: formal and informal essay, newspaper article, research paper, instructions, documentary, training video.

Fiction. Literary works, especially novels and short stories, that describe imaginary events and people.

Figure of speech. A literary device in which a name or quality is attributed to something to which it is not literally applicable. Examples are: metaphor, simile, personification. Also referred to as *figurative language.*

Five Ws. In newspaper writing, the *who*, *what*, *when*, *where*, and *why* of an event. These five basic journalistic questions are usually answered at the beginning of a news report.

Foreshadowing. A literary/stylistic device in which an author provides an indication of future events in the plot.

Format. The particular form in which a text or an idea is presented. Examples are: letter, poem, report. Also the arrangement of text on a page so that it is clear and aesthetically pleasing.

Forms. *See* **Informational texts, Literary texts,** and **Media texts.**

Gender-neutral language. Language that allows for the inclusion of males and/or females in the reference, thereby avoiding stereotypes and discriminatory assumptions; for example, *police officer* allows for the inclusion of both males and females, whereas *policeman* refers only to males.

General statement. The introduction to an essay or oral presentation. Its aim is to create interest in the topic by using techniques such as an anecdote, a provocative statement, startling statistics, or a quotation.

Genre. The category into which a literary work is grouped. Examples are: novel, short story, essay, poem, drama. *See also* **Literary texts.**

Heading. The title of a piece of writing or of a section of a piece of writing (subheading).

Image. In writing and oral communication, the picture or sensation created by descriptive vocabulary and figures of speech (imagery) that appeal to the senses of sight, touch, sound, taste, and smell. In visual media, the visual representation of a person, an object, an idea, or a mood.

Informational texts. Texts that convey practical information. Examples are: newspaper/magazine article, editorial, report, pamphlet, brochure, manual, review, interview, résumé, reference book (dictionary, encyclopedia), database, World Wide Web, television news report, documentary.

Inverted pyramid. In journalistic reporting, an organizational pattern that places the most important details at the beginning of a text and then proceeds to describe less important details.

Jargon. Another term for **specialized language** or **technical language**, usually carrying a negative connotation.

Journal. A record of events and one's responses to these events. Students are required to keep **response journals** in which they record their responses to texts, presentations, and other learning experiences.

Level of language. Language that is appropriate to a specific purpose, audience, or situation. Level of language is determined by the degree of formality in which an event occurs, the relationship among the individuals involved in the communication, the purpose of the interaction, and the literacy of the readers or audience. Formally referred to as *register*.

Literary (or stylistic) device. A particular pattern of words, figure of speech, or technique used in literature to produce a specific effect. Examples are: alliteration, comparison, contrast, hyperbole, metaphor, onomatopoeia, personification, pun, simile.

Literary texts. Texts that have an artistic purpose. Examples are: story, short story, adventure story, detective story, myth, legend, folk tale, novel, mystery novel, historical novel, science-fiction novel, lyric poem, dramatic poem, ballad, limerick, sonnet, and script.

Mapping. In the writing process, creating a diagram or detailed plan of the work one intends to write.

Media literacy. The ability to understand, interpret, and evaluate various forms of oral and visual communication, especially those conveyed through mass media such as television, film, and advertising; for example, the ability to identify hidden messages or detect bias.

Media technique. A means of producing a particular effect in media works. Examples in print media are: the **five Ws, inverted pyramid**, juxtaposition of images and text, use of different-size fonts. Examples in visual media are: the use of voice-over narration, animation, simulation, camera angles (high, normal, low), close-ups, zoom shots, telephoto shots, fade-in and fade-out of sounds or images, juxtaposition or superimposition of sounds or images, time-lapse photography, juxtaposition of colour and black-and-white photography, live action, special effects, volume, speed, motion, flashbacks, collages, dialogue.

Media texts. Examples are: newspaper, magazine, brochure, editorial, advertisement, television or radio drama, situation comedy, news report, sports program, nature program, travelogue, cartoon, documentary, commercial, interview, film, video, interactive software, CD-ROM, website.

Methodology. In research, the format used to present a research paper, including the paper's references and citations. Standard methodologies have been developed by, among others, the Modern Language Association (MLA) and the American Psychology Association (APA). Proper documentation of research, such as footnotes and a bibliography, is necessary to comply with copyright laws.

Narrative. A text that recounts events or tells a story, such as a short story or novel. Plays and poems that focus on plot and action can also be narratives. Some **genres** of narrative texts are: adventure novel, ballad, comedy.

Non-fiction. Literary works other than fiction. Examples are: diary, journal, essay, report, article, autobiography, biography, reference book. Some non-fiction works are also **informational texts**.

Oral presentation as a process. Developing and delivering an oral presentation by following a process, independently or collaboratively, that comprises several stages: generating ideas (e.g., through discussions, brainstorming); planning (e.g., preparing an outline, selecting an appropriate method of delivery); reviewing material (to ensure it is organized logically and functions as a unified whole, and that the form of delivery chosen is appropriate); rehearsing (e.g., into a tape recorder, in front of a mirror, in front of family or friends), evaluating feedback from anyone who has witnessed the rehearsal, and making changes where necessary; delivering the presentation (interacting appropriately with the audience and capturing and maintaining audience interest); and reflecting on and evaluating one's own performance and constructive feedback from the audience.

Organizational features. Elements of a text that serve to present it logically and clearly. Examples are: title; headings and subheadings; table of contents; graphics, including charts and tables; **organizational principle (or pattern or structure)**.

Organizational principle (or pattern or structure). The logic underlying the presentation of ideas and information. Elements of the organizational principle include various aspects of structure such as comparison and contrast, classification, order of importance, problem and solution, and cause and effect. Elements of the organizational principle in fiction include various aspects of plot such as conflict, climax, chronology, flashback, and point of view.

Part of speech. The grammatical or semantic category to which a word is assigned. Examples are: noun, verb, pronoun, adjective, adverb, preposition, conjunction. Some words can be used as different parts of speech; for example, as a noun and a verb (e.g., *His cut healed/She cut her hand*).

Persuasive device. A technique used to convey an opinion or argue a position convincingly. Examples of persuasive texts are: editorial, review, business proposal. A persuasive device can be:

- a literary/stylistic device used by a writer or speaker to emphasize a point (e.g., understatement, exaggeration, hyperbole, antithesis);
- a technique used by the media, especially in advertising, to promote a service, product, or point of view (e.g., choice of words, background music, camera angle).

Point of view. An opinion or a position. In fiction, the position of the narrator in relation to the story and audience (e.g., first- or third-person, limited or omniscient, multiple point(s) of view).

Popular culture. The values, messages, and attitudes that are transmitted through the mass media (newspapers, magazines, radio, television, advertising, Internet) and that have the potential, because of their pervasiveness, to influence individual and social behaviour.

Prior knowledge. The background experiences and knowledge that a student brings to classroom learning. Teachers introduce new learning by building on prior knowledge. Since students come to school with a wide variety of prior knowledge, teachers, in planning lessons, need to be aware of their students' backgrounds.

Process approach. The application of a staged process to the acts of reading, writing, research, and oral communications. The process involves various strategies and skills that help students to understand messages in works they read, hear, or view and to communicate their own messages to others. *See also* **Oral presentation as a process, Reading as a process, Research as a process,** and **Writing as a process**.

Print and electronic resources. Research and reference material available in print or electronic media. Examples are: books (fiction and non-fiction), newspapers, magazines, reports, writing models (e.g., stories or essays by published writers), television programs, videos, CD-ROMs, the Internet, style guides, encyclopedias, dictionaries, thesauri, databases, electronic word-processing and spell-check programs.

Proofreading. The careful reading of a final draft of written work to eliminate any remaining typographical errors and to correct any remaining errors in grammar, usage, spelling, and punctuation. *See also* **Editing**.

Publishing. The process of producing a clean and formatted final version of a written text, using electronic equipment such as computers, word-processing and graphics programs, and printers.

Purpose of a work. The reason for communicating. Examples of the purpose of writing, speaking, or presenting are: to inform, to describe, to explain, to provide instructions, to entertain, to clarify, to make

connections, to promote, to persuade. Examples of the purpose of reading, listening, or viewing are: to inquire, to be entertained, to understand, to seek information, to critique or evaluate.

Reading as a process. Using various strategies, or methods, to determine the meaning of what is being communicated in a written work. Some of these strategies are: determining the purpose for reading a particular work (information, enjoyment, practice, vocabulary building); examining a work in preparation for reading (e.g., looking at the cover page, table of contents, and index; **skimming** through the pages to determine content or level of difficulty); using **prior knowledge,** as well as phonics, root words, and the work's pictures and illustrations to determine meaning of content and new vocabulary; predicting what may happen in a story; making inferences; recording key points; critically examining information and facts presented; summarizing and explaining main ideas, citing supporting details; drawing conclusions; applying what has been read (e.g., instructions).

Reading strategies. Methods used before, during, and after reading to determine the meaning of a text. Examples are: rereading; substituting an appropriate familiar word for an unfamiliar one; using root words to determine meaning of unfamiliar words; using prior knowledge to predict content and determine meaning; using information from the context to determine meaning; predicting the use of specific words from the context; making inferences; predicting outcomes; confirming or revising predictions; adjusting speed of reading; using graphic organizers (e.g., diagrams, story maps); **skimming** text to obtain the general idea or to determine purpose or difficulty of the text; **scanning** text to locate a specific idea or fact; recording key points and organizing them in a sequence; monitoring comprehension.

Research as a process. Conducting and reporting research by following a process that comprises several stages: determining the purpose of the research; establishing a plan of action; locating, evaluating, and selecting relevant information; organizing and reviewing information for completeness and relevance; and presenting information according to a standard methodology.

Research report. An oral or written presentation that uses a specific format to convey a straightforward and accessible analysis of information and ideas collected from print and electronic resources.

Response journal. A journal in which students record their critiques, appreciation, or analyses of a learning experience, text, or presentation.

Revising. *See* **Editing**.

Run-on sentence. Two or more sentences run together and punctuated as one, or a series of principal clauses not separated by the required conjunctions or punctuation.

Scanning. A reading strategy that consists of examining a text to locate a specific detail or fact.

Sentence fragment. A group of words that is not a sentence, but that is punctuated like a sentence; i.e., starts with an initial capital letter and ends with a period. Usually, either the subject or the predicate verb is missing (e.g., *When I first had the idea*).

Sentence structure. The syntactic organization of a sentence. The order of words in a sentence reflects the author's intent (e.g., exclamatory sentence, interrogative sentence, declarative sentence, imperative sentence) and can vary for emphasis, clarity, and effect.

Skimming. A reading strategy that consists of reading quickly to obtain the general idea of a text, or to determine the purpose or difficulty of a text.

Specialized language. Words and phrases that have a particular meaning because of the context in which they are used (e.g., cinematic terms such as *close-up* or *fade-out* used in a film review). *See also* **Jargon** and **Technical language**.

Spelling pattern. A recurring arrangement of letters that helps a writer predict the spelling of words that contain similar sounds (e.g., *i* before *e* except after *c* as in *receive, deceive*).

Standard English usage. The broadly accepted conventions of the English language. Canadian English tends to follow British practice, while admitting some Americanisms. Colloquialisms and slang are not standard usage, but are acceptable in the appropriate context.

Style. The specific expressive and aesthetic ways in which an author, speaker, or performer conveys ideas. Elements of style include diction, figurative language and other literary (or stylistic) devices, sentence and paragraph structure, tone, and point of view.

Stylistic device. *See* **Literary (or stylistic) device**.

Surveying. A reading strategy that consists of examining certain key aspects of a text, such as the table of contents, titles of individual sections, and general make-up, to obtain a quick overview.

Symbol. Something that stands for or represents an abstract idea.

Syntax. The grammatical structures in which words are arranged to show their relationship to one another; for example, in phrases, clauses, and sentences.

Technical language. The terminology used and understood by a trade or profession (e.g., in metal-working, the word *pig* means a mould for casting metals). *See also* **Jargon** and **Specialized language**.

Technique. The method (device) used to produce a particular effect in a written text, an oral and/or a visual presentation, or a media production. *See also* **Literary (or stylistic) device** and **Media technique**.

Text. A spoken, written, or media work that communicates meaning to an audience. *See also* **Informational texts, Literary texts,** and **Media texts**.

Theme. The main or dominating idea or implied message in a text.

Thesis. The proposition put forward by a writer of a non-fiction text; for example, in an essay. The thesis usually appears at the beginning of a work and is then developed or proved by the author in the text that follows.

Tone. A manner of speaking or writing that reveals the speaker's or author's attitude towards a subject and/or audience.

Transitional device. A writing strategy that enhances coherence and unity. Examples are: an adverb or phrase that indicates a logical connection between two sentences, ideas, or paragraphs (e.g., the conjunctive adverb *however* between two independent clauses; numerical adverbs such as *first* and *second*); repetition of a key idea.

Unity. The wholeness of a work, achieved when the details of the work clearly and coherently relate to the controlling idea of the work.

Voice. The distinctive style or character of a work, revealed through the author's use of vocabulary, sentence structure, and imagery, as well as the rhythm and mood of the piece as a whole. In grammar, a property of verbs: the active voice indicates that the subject does or acts upon something; the passive voice indicates that the subject is acted upon.

Writing as a process. Producing a polished piece of writing by following a process that comprises several stages, which may spiral back on one another as the process unfolds. The main stages of the writing process are: generating ideas; choosing a form of writing to suit the topic, purpose, and audience; developing a plan for writing; organizing ideas; writing drafts; revising, editing, and proofreading; and producing or publishing a final draft.

Writing folder. Students are asked to keep folders containing their writing assignments, including drafts, writing suggestions, works in progress, final products, and teacher appraisals and grids, all of which help both student and teacher assess the development of the student's writing.

Writing skills. The skills needed to produce clear and effective writing. Writing skills include: choosing a form appropriate to the purpose for writing; identifying the level of language appropriate to the purpose for writing and the audience being addressed; organizing and developing ideas logically and coherently; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying the message; using language structures and patterns correctly; attending to point of view, voice, style, and tone; revising, editing, and proofreading to improve the development and organization of ideas, to improve style, and to correct errors in grammar, spelling, and punctuation; and formatting the final copy for publication.

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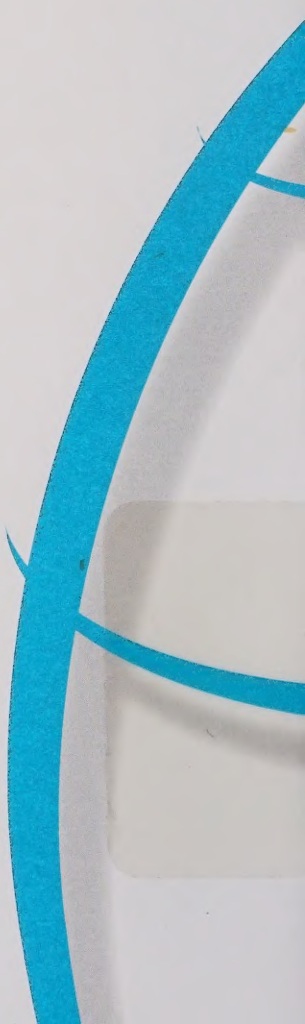

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